DOCUMENT RESUME

ED 446 315 CG 030 437

TITLE	Exploring Careers: The ASVAB Workbook.
INSTITUTION	Military Entrance Processing Command (DOD), North Chicago, IL.
PUB DATE	2000-00-00
NOTE	95p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Aptitude Tests; Career Choice; *Career Planning; Guidance Programs; High School Students; High Schools; Individual Characteristics; *Individual Development; Self Concept; *Vocational Aptitude; *Vocational Interests
IDENTIFIERS	*Armed Services Vocational Aptitude Battery

ABSTRACT

Each year, about 900,000 students in 14,000 schools take the Armed Services Vocational Aptitude Battery (ASVAB). This workbook is designed to assist these students in using their ASVAB scores for career exploration purposes. It is intended to be interactive and to motivate students to become involved in interpreting their ASVAB scores. There are opportunities throughout the book to complete exercises that help determine individual interests, values, skills, and educational goals, while giving students a chance to think about the features they want most in an occupation and career. Students are guided towards occupations that match their interests, abilities, and personal preferences. In this way they can develop career plans to investigate the occupations they determined of interest. The ASVAB workbook introduces a group of students who are also in the midst of career exploration. Their experiences and discussions can be used to guide users of the workbook in their discoveries. The text is interspersed with cartoon scenarios, charts, and diagrams to further explain concepts and to assist in keeping students engaged. (Author/JDM)

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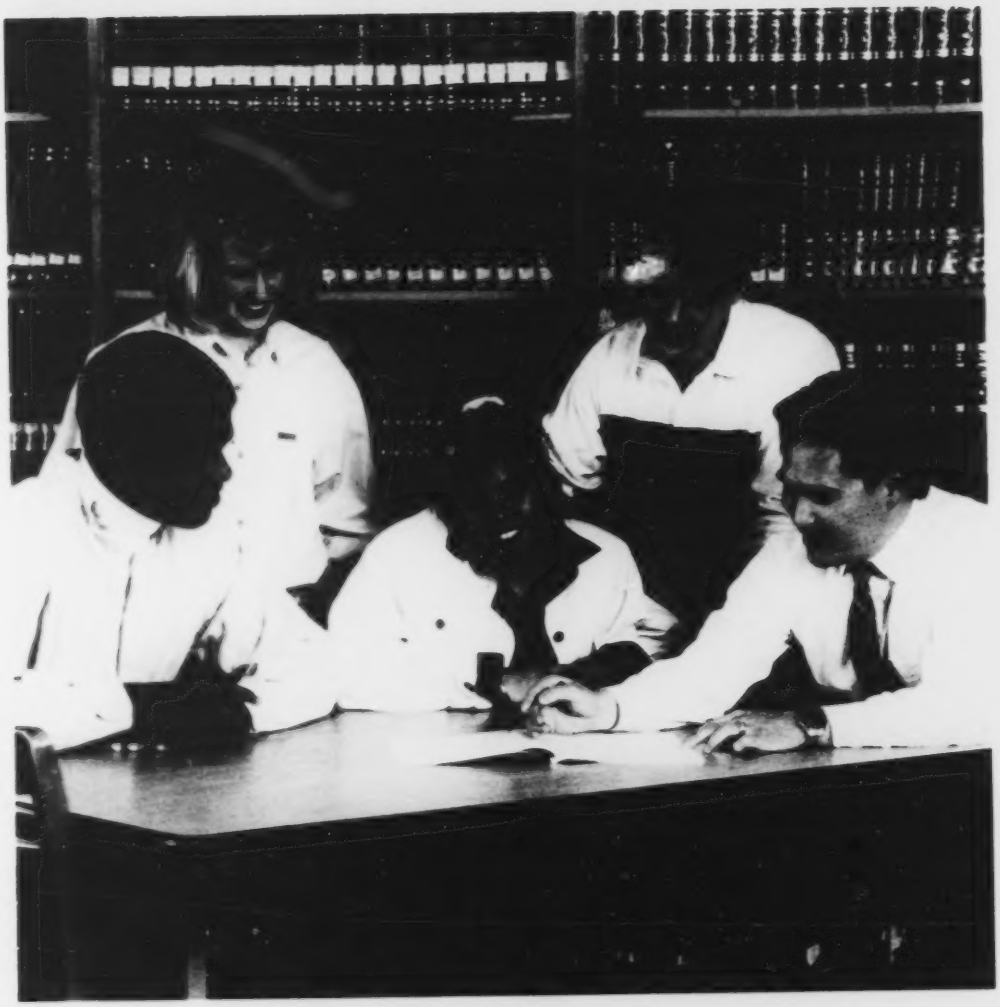
EXPLORING CAREERS



THE ASVAB WORKBOOK

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FOREWORD

The Armed Services Vocational Aptitude Battery (ASVAB) was first offered to schools by the Department of Defense (DoD) in 1968. Each year, about 900,000 students in 14,000 schools take the ASVAB.

To assist young people in using their ASVAB scores for career exploration purposes, DoD is pleased to offer *Exploring Careers: The ASVAB Workbook.* Designed to be interactive, the Workbook motivates students to become involved in interpreting their ASVAB scores and completing exercises and charts that help them determine their interests, values, skills, and educational goals while they think about the features they want most in an occupation and career.

The ASVAB Workbook was developed as a result of the efforts of many individuals. We wish to thank Booz·Allen & Hamilton Inc. for their contribution toward conceptualizing and drafting this Workbook. Dr. Jeffrey Worst managed the project. The contributions of Mr. David Rivkin, Dr. Michael McDaniel, Mr. Brian Rubenking, and Ms. Susan Becker are gratefully acknowledged. Ms. Signe George served as the lead desktop publishing technician for the project. We also want to thank the American Counseling Association (ACA) and Dr. Donald Zytowski for their assistance in this effort.

Serving as advisors on various aspects of the program were: Dr. Stanley Cramer, Dr. Esther Diamond, Ms. Eleanor Dietrich, Dr. Rich Feller, Dr. John Fremer, Dr. Gary Gottfredson, Dr. Jo-Ida Hansen, Dr. Edwin Herr, Dr. John Holland, Dr. Joan Laing, Ms. Marjorie Mastie, Dr. William Mehrens, Ms. Juliet Miller, Dr. Roger Myers, Dr. Pat Nellor Wickwire, Dr. Dorothy Nevill, Dr. Harvey Ollis, Ms. Nancy Perry, Mr. Mike Pilot, Dr. Jack Rayman, Dr. Jim Sampson, Dr. Pat Schwallie-Giddis, and Dr. Carol Tittle.

Many others have contributed to this document. Various members of the Defense Manpower Data Center, Personnel Testing Division, provided technical suggestions and editorial review, and graphics support for this document. The Manpower Accession Policy Working Group and their representatives closely read revisions of the document and obtained the necessary cooperation and approval from each of the Services. The Defense Advisory Committee on Military Personnel Testing provided valuable suggestions for the improvement of the program. The Office of Accession Policy, headed by Dr. Wayne S. Sellman, provided DoD policy oversight.

Finally, special recognition is due to Dr. Janet Wall, Defense Manpower Data Center, Seaside, CA, who directed research, development, and dissemination of the ASVAB Career Exploration Program. Her technical and overall guidance ensured the accuracy and quality of this document.

CHAPTER 1. WELCOME TO *EXPLORING CAREERS: THE ASVAB WORKBOOK*

THE ASVAB WORKBOOK

The Armed Services Vocational Aptitude Battery (ASVAB) Workbook is designed especially for people like you — students who are in the process of making choices about their future educational and career plans. "Where do I start?" "Do I need to go to college to get a job that I like?" "Do I want a career in the military?" "I want to get a job right after high school. How do I know what job would be right for me?" "Where do I find out more about these jobs?" "Who can help me make these decisions?" These are very common questions that people ask themselves when they start thinking about their future careers.

The ASVAB Workbook can help you begin exploring your future educational and career plans. The Workbook will start you on your way by:

- Introducing you to a process where you can gather information about yourself and use it to explore careers
- Providing you with a series of exercises that will help you identify and understand your interests, abilities, and personal preferences
- Guiding you toward occupations that match your interests, abilities, and personal preferences
- Helping you develop a career exploration plan to investigate occupations you find interesting.

The ASVAB Workbook will also introduce you to a group of students who, like yourself, are in the midst of career exploration. Their experiences and discussions can assist you in exploring careers.

WHAT IS CAREER EXPLORATION?

Right now, you may be asking yourself, "What is career exploration?" and "Why is it so important?"

Career exploration is an ongoing process that allows you to take information you know about yourself, organize it, and use it to learn about the world-of-work and careers that may be right for you.

WHY IS CAREER EXPLORATION IMPORTANT TO YOU?

You will probably spend a great deal of your life working. Feeling good about your career often affects how you feel about yourself and other aspects of your life. Also, the type of career you choose will probably have an impact on:

- The type of people you meet
- How much time you have for family, friends, and hobbies
- How much money you earn

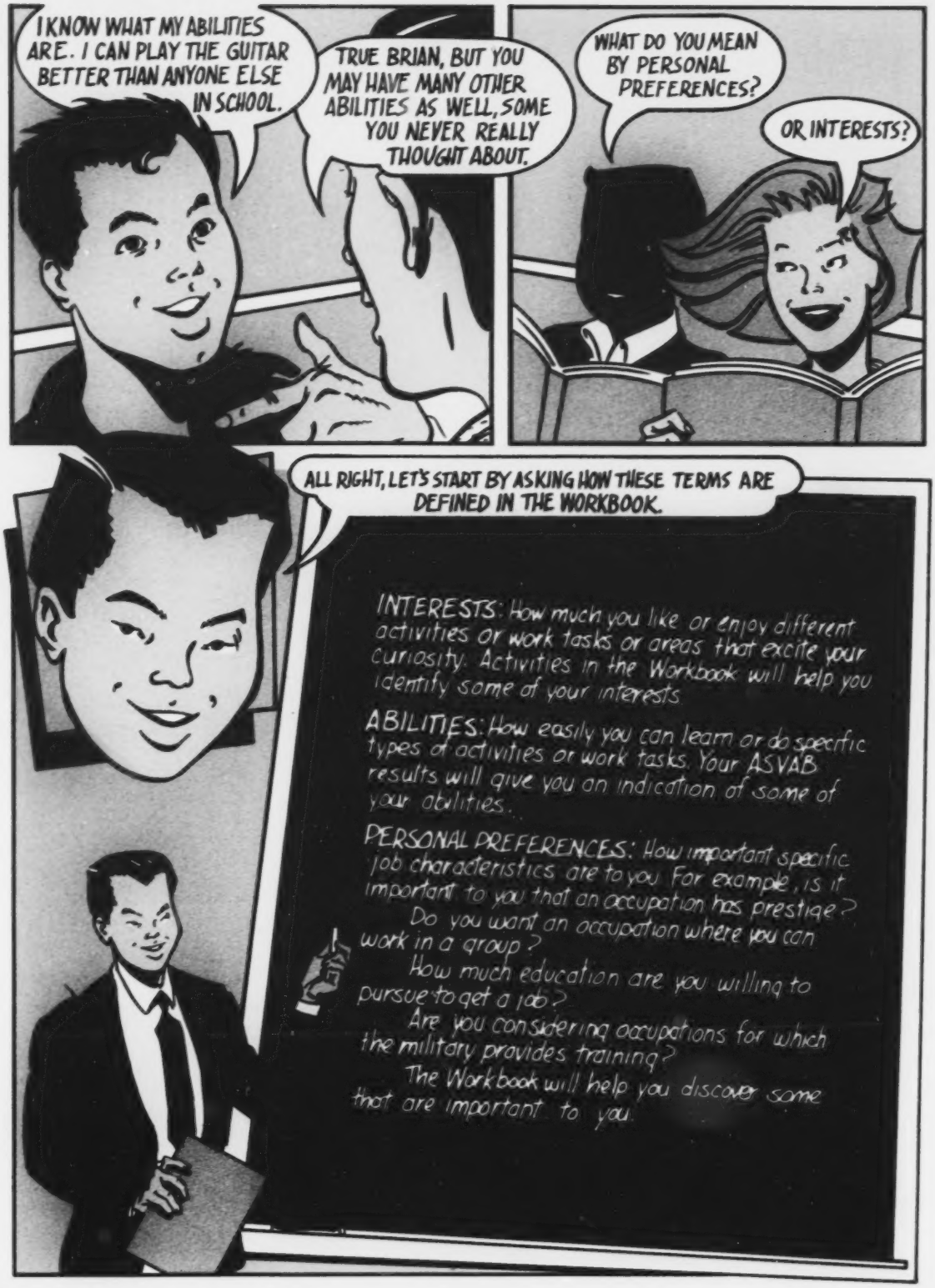
By understanding yourself better — what your interests are, what types of things you do well, and what you want from an occupation — you will have a better chance of being satisfied with the career you choose.

CAREER EXPLORATION AND YOUR FUTURE

Career exploration is a lifelong process. Throughout your life, you will have new and different experiences. These experiences may provide you with new skills, get you interested in different types of occupations, or change what you want from your career. It is common for people to switch jobs five or more times during their working lives. Because of this, the career exploration skills and information about the world-of-work you are about to learn will be helpful to you again and again.

On the next page, you will meet four students and their counselor, Mr. Lee. These students are thinking about their future educational and career plans. Mr. Lee is passing out their ASVAB Student Results Sheets and ASVAB Workbooks. See what the students are finding out about these materials.

HEY, ARE YOU GUYS HERE TO PICK UP YOUR ASVAB RESULTS?
SURE AM. I'VE BEEN REAL CURIOUS TO SEE HOW I DID.
ME TOO. BUT I ALSO WANT TO GET A COPY OF THE ASVAB WORKBOOK. I HEAR IT'S PRETTY GOOD.
OH NO, A WORKBOOK? I CAN HARDLY KEEP UP WITH MY HOMEWORK NOW.
IT'S NOT THAT TYPE OF WORK-BOOK, BRIAN.
GOOD MORNING, EVERYONE. PLEASE TAKE A SEAT. THIS MORNING WE ARE GOING TO TALK ABOUT THE ASVAB WORKBOOK AND HOW IT CAN HELP YOU.
HERE ARE YOUR OWN ASVAB STUDENT RESULTS SHEETS AND AN ASVAB WORKBOOK. THIS WORKBOOK CAN HELP YOU LEARN ABOUT CAREER EXPLORATION. IT HAS INFORMATION AND EXERCISES THAT WILL TEACH YOU ABOUT YOUR INTERESTS, ABILITIES, AND PERSONAL PREFERENCES.
CAREERS


I KNOW WHAT MY ABILITIES ARE. I CAN PLAY THE GUITAR BETTER THAN ANYONE ELSE IN SCHOOL.
TRUE BRIAN, BUT YOU MAY HAVE MANY OTHER ABILITIES AS WELL, SOME YOU NEVER REALLY THOUGHT ABOUT.
WHAT DO YOU MEAN BY PERSONAL PREFERENCES?
OR INTERESTS?
ALL RIGHT, LET'S START BY ASKING HOW THESE TERMS ARE DEFINED IN THE WORKBOOK.
INTERESTS: How much you like or enjoy different activities or work tasks or areas that excite your curiosity. Activities in the Workbook will help you identify some of your interests.
ABILITIES: How easily you can learn or do specific types of activities or work tasks. Your ASVAB results will give you an indication of some of your abilities.
PERSONAL PREFERENCES: How important specific job characteristics are to you. For example, is it important to you that an occupation has prestige?
Do you want an occupation where you can work in a group?
How much education are you willing to pursue to get a job?
Are you considering occupations for which the military provides training?
The Workbook will help you discover some that are important to you.

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DOES EVERYONE UNDERSTAND WHAT THESE WORDS MEAN? MARIA, DO YOU UNDERSTAND WHAT ABILITIES ARE?
YES. I THINK I HAVE SOME MATH ABILITIES.
I KNOW WHAT INTERESTS ARE. I'M INTERESTED IN ELECTRONICS.
I THINK ONE OF MY PERSONAL PREFERENCES IS FINDING A JOB WHERE I CAN HELP OTHERS.
GOOD. AFTER COMPLETING THE WORKBOOK, YOU WILL UNDERSTAND EVEN MORE ABOUT YOURSELF AND EXPLORING CAREERS.
ARE WE DONE YET?
NOT QUITE YET, BRIAN. BEFORE YOU GO, I'D LIKE TO EXPLAIN HOW TO USE THE ASVAB WORKBOOK.

Here is an overview of Workbook Chapters 2–6. Each chapter is color-coded.

Chapters 2, 3, and 4 will help you organize information about yourself and find out what is important to you in an occupation.

2

Chapter 2: What are Your Interests? presents the Interest-Finder™, an interest inventory for you to complete. The inventory asks you questions that will help you identify your interests. You can use these results to identify careers that meet your interests.

3

Chapter 3: Understanding Your ASVAB Results explains your ASVAB scores. By reviewing your scores, you can learn about your abilities and how they fit into career exploration.

4

Chapter 4: Learning More About Your Personal Preferences helps you identify personal preferences you want to find in an occupation. Remember, personal preferences are characteristics of occupations that are important to you.

In Chapters 5 and 6, you can identify specific occupations to explore and learn how to gather more information about them.

™ The Interest-Finder is copyrighted by the U.S. Department of Defense.

5 Chapter 5: The OCCU-FIND contains an exercise where you identify some specific occupations that match your interests, abilities and personal preferences.

6 Chapter 6: Taking the Next Step introduces you to sources of occupational information. You will develop your own career exploration plan so you can begin learning more about those occupations you think might be in your future.

BUT I WANTED TO LEARN ABOUT MY ASVAB SCORES RIGHT AWAY!
YOU CAN, MARIA. THERE ARE DIFFERENT WAYS TO COMPLETE THE WORKBOOK. CHOOSE WHICHEVER ONE IS BEST FOR YOU.
ON THE NEXT FEW PAGES, LEARN HOW YOU CAN COMPLETE THE WORKBOOK.

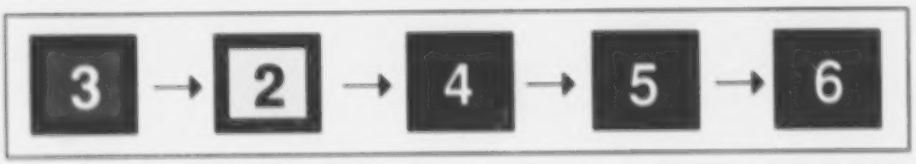
HOW TO USE THE WORKBOOK

The Workbook is designed to be flexible. You can use it to meet your needs and time schedule.

You can work straight through the Workbook starting with Chapter 1 and finishing with Chapter 6. You can also try one of the suggestions below. Choose the method that seems best for you. Consider your concerns and your time requirements. Are you interested in one chapter more than another? Do you have a large block of time to work through the Workbook or is it easier for you to do only one or two chapters at a time? Here are three approaches. If you find that none of these fit your needs, develop a different plan that works for you.

APPROACH 1:

If you want to immediately learn more about your ASVAB results and how they can be used for career exploration, follow this approach:



APPROACH 2:

If you want to learn about yourself and then about the world-of-work, use this approach:

APPROACH 3:

If you want to complete the Workbook in several short sittings, completing only one or two chapters at a time, follow this approach:

Whatever way you complete the Workbook, try to:

1. Read the introduction to each chapter carefully. It explains what you will accomplish and what you need to have already completed before beginning the chapter.

2. Complete each activity carefully and thoughtfully. The activities will prove more useful if you give honest and thoughtful answers.

3. Finish all six chapters. This will provide you with the maximum benefit the Workbook has to offer.

4. Talk to your counselor about the Workbook. Your counselor might be planning Workbook review sessions. He or she can help you with individual Workbook activities and assist in locating other sources of career information.

POINTS TO REMEMBER

Here are some points you should consider before beginning the Workbook:

- The Workbook is yours to keep. It can help you discover information about yourself and about occupations that you may or may not have considered before. Don't expect to make final decisions about your future as a result of completing the Workbook. However, the Workbook will start you on your way to making decisions about your future career choices.

- Discuss your Workbook results with others — your relatives, counselors, teachers, friends and people who know you well.

- Have fun with the Workbook. No one is more interesting than you; no one's future is more interesting to dream about and plan for than yours. Dive in — and enjoy.

CHAPTER 2. WHAT ARE YOUR INTERESTS?

WHAT WILL YOU ACCOMPLISH IN THIS CHAPTER?

Understanding yourself is an important part of career exploration. The more you know about yourself, the more likely it is that you will be able to identify occupations worth exploring. One way to understand yourself better is to start learning about your interests. Think of interests as activities and tasks you like to do or areas that excite your curiosity. On the following pages, you can take the Interest-Finder™, an interest inventory, and start identifying your interests. Taking the Interest-Finder™ will provide you with scores, called Interest Codes, that you can use to explore occupations.

Brian, Karen, Maria and Alan are talking to Mr. Lee to get advice on how to identify occupations they might want to pursue. Perhaps their ideas will help you. See why they're going to take the interest inventory.

ONE OF THE FIRST STEPS YOU CAN TAKE WHEN EXPLORING CAREERS IS TO UNDERSTAND AND ORGANIZE INFORMATION ABOUT YOURSELF.
KNOWING WHO YOU ARE, WHAT IS IMPORTANT TO YOU, AND WHAT INTERESTS YOU IS A LARGE PART OF EXPLORING CAREERS.
WHAT DO YOU MEAN?
CHOOSING A CAREER MEANS MAKING DECISIONS ABOUT THE TYPE OF WORK THAT YOU WANT TO DO. WHAT KIND OF WORK INTERESTS YOU? DO YOU LIKE TO WORK WITH PEOPLE? DO YOU WANT YOUR WORK TO BE VERY CHALLENGING? THESE ARE JUST SOME OF THE QUESTIONS YOU CAN ASK YOURSELF WHEN EXPLORING CAREERS.
DECISIONS, DECISIONS.
THE BETTER YOU UNDERSTAND YOURSELF, THE EASIER IT IS FOR YOU TO SELECT OCCUPATIONS TO EXPLORE.

YEAH, THAT MAKES SENSE-- BUT I THINK I ALREADY KNOW ME PRETTY WELL.
YOU'RE PROBABLY RIGHT, MARIA. BUT USING WHAT YOU KNOW ABOUT YOURSELF TO EXPLORE CAREERS REQUIRES ORGANIZING INFORMATION. THAT CAN TAKE A LITTLE TIME.
TIME?
EACH OF YOU IS UNIQUE. YOU HAVE DIFFERENT INTERESTS, ABILITIES AND PREFERENCES THAT YOU'LL WANT TO CONSIDER WHEN EXPLORING CAREER OPTIONS.
I GUESS IT DOES TAKE MORE TIME AND EFFORT TO REALLY UNDERSTAND YOURSELF THAN I THOUGHT.
ONE WAY TO START ORGANIZING INFORMATION ABOUT YOURSELF IS TO TAKE THE INTEREST FINDER, THE INTEREST INVENTORY STARTING ON THE NEXT PAGE. IT CAN HELP YOU IDENTIFY AND ORGANIZE YOUR INTERESTS.

Interest-Finder™

TAKING THE INTEREST-FINDER™

What you should know before taking the Interest-Finder™:

The Interest-Finder™ is not a test like others you have taken because it does not have right or wrong answers. The inventory asks you questions about the kinds of activities you like or would like to do, training you might like to have, or occupations that interest you. This will help you identify your interests.

- It will take about 30 minutes to complete the Interest-Finder™, but there is no time limit.
- Don't rush. The exercise will be more helpful and enjoyable if you take your time.

Have fun and enjoy it! But remember, read all of the instructions carefully before completing each section.

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REALISTIC

People in **REALISTIC** occupations are interested in work that is practical and useful, that involves using machines or working outdoors, and that may require using physical labor or one's hands.

ACTIVITIES

Darken Ⓛ for **Like**, if you *like* or *would like* to do this activity.

Darken Ⓓ for **Dislike**, if you *do not like* or *would not like* to do this activity, or if you *are unsure*.

Take care of domestic animals	Ⓛ	Ⓓ
Apply wood stains and varnishes to furniture	Ⓛ	Ⓓ
Frame a house	Ⓛ	Ⓓ
Refinish the floor in a house	Ⓛ	Ⓓ
Replace broken windows	Ⓛ	Ⓓ
Connect a VCR	Ⓛ	Ⓓ
Repair telephone lines	Ⓛ	Ⓓ
Replace a watch battery	Ⓛ	Ⓓ
Use a battery tester	Ⓛ	Ⓓ
Drive a fire engine or ambulance	Ⓛ	Ⓓ
Drive a tractor	Ⓛ	Ⓓ
Operate a lawn mower	Ⓛ	Ⓓ
Operate timber and logging equipment	Ⓛ	Ⓓ
Repair broken locks	Ⓛ	Ⓓ

TRAINING

Darken Ⓛ for **Like**, if you *have had* or *would like to have* an on-the-job training course or a class in this area.

Darken Ⓓ for **Dislike**, if you *would not like to have* a training course in this area, or you are *unsure*.

Controlling garden pests	Ⓛ	Ⓓ
Planting or harvesting of farm crops	Ⓛ	Ⓓ
Bookshelf construction	Ⓛ	Ⓓ
Building a deck for a house	Ⓛ	Ⓓ
Furniture repair	Ⓛ	Ⓓ
Painting a house (interior or exterior)	Ⓛ	Ⓓ
Restoration of antique furniture	Ⓛ	Ⓓ
Woodworking	Ⓛ	Ⓓ
Installing fire alarms	Ⓛ	Ⓓ
Installing telephones	Ⓛ	Ⓓ
Repairing small home appliances	Ⓛ	Ⓓ
Automobile tune-up	Ⓛ	Ⓓ

OCCUPATIONS

Darken Ⓛ for **Like**, if you think you *might like* working in this occupation.

Darken Ⓓ for **Dislike**, if you *would not like* working in this occupation, or you are *unsure*.

Farmer	Ⓛ	Ⓓ
Gardener	Ⓛ	Ⓓ
Landscaper	Ⓛ	Ⓓ
Tree trimmer	Ⓛ	Ⓓ
House painter	Ⓛ	Ⓓ
Wallpaper hanger	Ⓛ	Ⓓ
Woodworking machine operator	Ⓛ	Ⓓ
Computer repairer	Ⓛ	Ⓓ
Telephone repairer	Ⓛ	Ⓓ
Television repairer	Ⓛ	Ⓓ
Emergency vehicle driver	Ⓛ	Ⓓ
Farm equipment mechanic	Ⓛ	Ⓓ
Industrial machinery mechanic	Ⓛ	Ⓓ
Plumber	Ⓛ	Ⓓ

Write the total number of your REALISTIC L's in this box. ➔
Later, you will convert this number to a *percentile score.*

INVESTIGATIVE

People in **INVESTIGATIVE** occupations are usually interested in science and math and enjoy developing creative methods for solving problems.

ACTIVITIES

Darken Ⓛ for **Like**, if you *like* or *would like* to do this activity.

Darken Ⓓ for **Dislike**, if you *do not like* or *would not like* to do this activity, or if you *are unsure*.

Examine the ruins of an ancient temple	Ⓛ	Ⓓ
Operate a computer to solve complex math problems	Ⓛ	Ⓓ
Learn scientific ways to help protect the environment	Ⓛ	Ⓓ
Study how diseases are spread	Ⓛ	Ⓓ
Study marine life	Ⓛ	Ⓓ
Study plants under a microscope	Ⓛ	Ⓓ
Study the ecosystem of a coral reef	Ⓛ	Ⓓ
Study the effects of radiation on plants	Ⓛ	Ⓓ
Find the area of a triangle	Ⓛ	Ⓓ
Prove geometry theorems	Ⓛ	Ⓓ
Conduct research to improve solar power	Ⓛ	Ⓓ
Learn about chemical compounds	Ⓛ	Ⓓ
Study about new sources of energy	Ⓛ	Ⓓ
Study chemical reactions	Ⓛ	Ⓓ

TRAINING

Darken Ⓛ for **Like**, if you *have had* or *would like to have* an on-the-job training course or a class in this area.

Darken Ⓓ for **Dislike**, if you *would not like to have* a training course in this area, or you are *unsure*.

Conducting lab experiments	Ⓛ	Ⓓ
Scientific methods	Ⓛ	Ⓓ
Animal behavior in the wild	Ⓛ	Ⓓ
Conducting biology experiments	Ⓛ	Ⓓ
Diseases and their cures	Ⓛ	Ⓓ
Animal anatomy	Ⓛ	Ⓓ
Algebra	Ⓛ	Ⓓ
Geometry	Ⓛ	Ⓓ
Metric system	Ⓛ	Ⓓ
Conducting chemistry experiments	Ⓛ	Ⓓ
Conducting physics experiments	Ⓛ	Ⓓ
Operating a telescope	Ⓛ	Ⓓ

OCCUPATIONS

Darken Ⓛ for **Like**, if you think you *might like* working in this occupation.

Darken Ⓓ for **Dislike**, if you *would not like* working in this occupation, or you are *unsure*.

Computer scientist	Ⓛ	Ⓓ
Nuclear engineer	Ⓛ	Ⓓ
Experimental research worker	Ⓛ	Ⓓ
Medical examiner	Ⓛ	Ⓓ
Science laboratory assistant	Ⓛ	Ⓓ
Scientist	Ⓛ	Ⓓ
Animal scientist	Ⓛ	Ⓓ
Ecologist	Ⓛ	Ⓓ
Eye doctor	Ⓛ	Ⓓ
Marine biologist	Ⓛ	Ⓓ
Veterinarian	Ⓛ	Ⓓ
Earth scientist	Ⓛ	Ⓓ
Environmental research scientist	Ⓛ	Ⓓ
Geographer	Ⓛ	Ⓓ

Write your total number of INVESTIGATIVE L's in this box. ➔
Later, you will convert this number to a *percentile score*.

ARTISTIC

People in **ARTISTIC** occupations are interested in creating works of beauty such as art, literature, music, and dance.

ACTIVITIES

Darken Ⓛ for **Like**, if you *like* or *would like* to do this activity.

Darken Ⓓ for **Dislike**, if you *do not like* or *would not like* to do this activity, or if you *are unsure*.

Design a set for a play	Ⓛ	Ⓓ
Write a story about my favorite hobby	Ⓛ	Ⓓ
Write script ideas for TV shows	Ⓛ	Ⓓ
Write short stories	Ⓛ	Ⓓ
Conduct a symphony orchestra	Ⓛ	Ⓓ
Identify different styles of music such as classical and rhythm & blues	Ⓛ	Ⓓ
Play the organ for a choir	Ⓛ	Ⓓ
Write musical jingles for television commercials	Ⓛ	Ⓓ
Write the words for a song	Ⓛ	Ⓓ
Join a local theater company	Ⓛ	Ⓓ
Direct a play	Ⓛ	Ⓓ
Create pottery	Ⓛ	Ⓓ
Make figures out of clay	Ⓛ	Ⓓ
Design toys for a manufacturer	Ⓛ	Ⓓ

TRAINING

Darken Ⓛ for **Like**, if you *have had* or *would like to have* an on-the-job training course or a class in this area.

Darken Ⓓ for **Dislike**, if you *would not like to have* a training course in this area, or you are *unsure*.

Creative writing	Ⓛ	Ⓓ
Scriptwriting	Ⓛ	Ⓓ
Leading a band	Ⓛ	Ⓓ
Music	Ⓛ	Ⓓ
Piano	Ⓛ	Ⓓ
Reading music	Ⓛ	Ⓓ
Acting	Ⓛ	Ⓓ
Ballet	Ⓛ	Ⓓ
Art history	Ⓛ	Ⓓ
Cartooning	Ⓛ	Ⓓ
Making puppets	Ⓛ	Ⓓ
Sculpting	Ⓛ	Ⓓ

OCCUPATIONS

Darken Ⓛ for **Like**, if you think you *might like* working in this occupation.

Darken Ⓓ for **Dislike**, if you *would not like* working in this occupation, or you are *unsure*.

Magazine writer	Ⓛ	Ⓓ
Author	Ⓛ	Ⓓ
Movie critic	Ⓛ	Ⓓ
Guitarist	Ⓛ	Ⓓ
Jazz musician	Ⓛ	Ⓓ
Rock band singer	Ⓛ	Ⓓ
Songwriter	Ⓛ	Ⓓ
Circus performer	Ⓛ	Ⓓ
Clown	Ⓛ	Ⓓ
Comedian	Ⓛ	Ⓓ
Puppeteer	Ⓛ	Ⓓ
Illustrator	Ⓛ	Ⓓ
Photojournalist	Ⓛ	Ⓓ
Portrait painter	Ⓛ	Ⓓ

Write the total number of your ARTISTIC L's in this box. ➔
Later, you will convert this number to a *percentile score*.

SOCIAL

People in **SOCIAL** occupations enjoy having an impact on other people's lives by helping them through activities such as teaching or counseling.

ACTIVITIES

Darken Ⓛ for **Like**, if you *like* or *would like* to do this activity.

Darken Ⓓ for **Dislike**, if you *do not like* or *would not like* to do this activity, or if you *are unsure*.

Host social events	Ⓛ	Ⓓ
Belong to a student organization	Ⓛ	Ⓓ
Work at a blood drive	Ⓛ	Ⓓ
Serve as a resident assistant in a college dormitory	Ⓛ	Ⓓ
Work as a camp counselor	Ⓛ	Ⓓ
Work as a student tour guide for my school	Ⓛ	Ⓓ
Work in a health club	Ⓛ	Ⓓ
Lead a group therapy session	Ⓛ	Ⓓ
Volunteer for the Peace Corps	Ⓛ	Ⓓ
Assist a summer camp instructor	Ⓛ	Ⓓ
Conduct a training course	Ⓛ	Ⓓ
Teach adult education classes	Ⓛ	Ⓓ
Teach classes for new employees	Ⓛ	Ⓓ
Tutor a student	Ⓛ	Ⓓ

TRAINING

Darken Ⓛ for **Like**, if you *have had* or *would like to have* an on-the-job training course or a class in this area.

Darken Ⓓ for **Dislike**, if you *would not like to have* a training course in this area, or you are *unsure*.

Leading a support group	Ⓛ	Ⓓ
Lifeguard training	Ⓛ	Ⓓ
Planning foreign travel	Ⓛ	Ⓓ
Providing services to airplane passengers	Ⓛ	Ⓓ
Braille (reading system for the blind)	Ⓛ	Ⓓ
Caring for the elderly	Ⓛ	Ⓓ
Interviewing and counseling methods	Ⓛ	Ⓓ
First aid	Ⓛ	Ⓓ
Elementary school education	Ⓛ	Ⓓ
Physical education	Ⓛ	Ⓓ
Speaking a foreign language	Ⓛ	Ⓓ
Teaching children how to swim	Ⓛ	Ⓓ

OCCUPATIONS

Darken Ⓛ for **Like**, if you think you *might like* working in this occupation.

Darken Ⓓ for **Dislike**, if you *would not like* working in this occupation, or you are *unsure*.

Cruise activities director	Ⓛ	Ⓓ
Camp counselor	Ⓛ	Ⓓ
Recreation coordinator	Ⓛ	Ⓓ
Flight attendant	Ⓛ	Ⓓ
Sightseeing tour guide	Ⓛ	Ⓓ
Weight-loss counselor	Ⓛ	Ⓓ
Adoption agency caseworker	Ⓛ	Ⓓ
Medical assistant	Ⓛ	Ⓓ
Dental hygienist	Ⓛ	Ⓓ
Drug and alcohol counselor	Ⓛ	Ⓓ
Interpreter for the hearing impaired	Ⓛ	Ⓓ
High school principal	Ⓛ	Ⓓ
Special education teacher	Ⓛ	Ⓓ
Teacher	Ⓛ	Ⓓ

Write the total number of your SOCIAL L's in this box. ➔
Later, you will convert this number to a *percentile score*.

ENTERPRISING

People in **ENTERPRISING** occupations are interested in situations involving public speaking, sales, and management and usually enjoy being in positions of leadership.

ACTIVITIES

Darken (L) for **Like**, if you *like* or *would like* to do this activity.

Darken (D) for **Dislike**, if you *do not like* or *would not like* to do this activity, or if you *are unsure*.

Think of an idea to start a new business	(L)	(D)
Convince other people that my ideas or suggestions are best	(L)	(D)
Convince people to follow my lead	(L)	(D)
Develop a plan to boost the sales of a product	(L)	(D)
Persuade management to see the employees' side of a debate	(L)	(D)
Present a new advertising campaign to corporate executives	(L)	(D)
Sell plans to develop new areas of real estate	(L)	(D)
Argue in favor of a new law	(L)	(D)
Present a case in front of a judge and jury	(L)	(D)
Write up contracts between two parties	(L)	(D)
Manage a department within a company	(L)	(D)
Manage a restaurant	(L)	(D)
Manage the sales of a large corporation	(L)	(D)
Debate with others about politics	(L)	(D)

TRAINING

Darken (L) for **Like**, if you *have had* or *would like to have* an on-the-job training course or a class in this area.

Darken (D) for **Dislike**, if you *would not like to have* a training course in this area, or you are *unsure*.

Developing business plans	(L)	(D)
How to succeed in the corporate world	(L)	(D)
Identifying new business opportunities	(L)	(D)
Importing and exporting goods for a profit	(L)	(D)
Starting your own business	(L)	(D)
Buying and selling stock	(L)	(D)
Effective marketing strategies	(L)	(D)
Law	(L)	(D)
Developing leadership skills	(L)	(D)
Managing an organization or business	(L)	(D)
Organizing the work of several different people	(L)	(D)
Project management	(L)	(D)

OCCUPATIONS

Darken (L) for **Like**, if you think you *might like* working in this occupation.

Darken (D) for **Dislike**, if you *would not like* working in this occupation, or you are *unsure*.

Gift shop owner	(L)	(D)
Owner of a professional sports team	(L)	(D)
Retail store owner	(L)	(D)
Auctioneer	(L)	(D)
Cosmetics sales representative	(L)	(D)
Traveling salesperson	(L)	(D)
District attorney	(L)	(D)
Lawyer for sports figures and movie stars	(L)	(D)
Supreme Court justice	(L)	(D)
Agent for actors	(L)	(D)
Corporate executive	(L)	(D)
Hotel manager	(L)	(D)
Company spokesperson	(L)	(D)
Mayor	(L)	(D)

Write your total number of ENTERPRISING L's in this box. ➔
Later, you will convert this number to a *percentile score*.

CONVENTIONAL

People in **CONVENTIONAL** occupations tend to be interested in using office and detail skills such as keeping records and doing computations.

ACTIVITIES

Darken Ⓛ for **Like**, if you *like* or *would like* to do this activity.

Darken Ⓓ for **Dislike**, if you *do not like* or *would not like* to do this activity, or if you *are unsure*.

Keep accurate financial records for an organization or company	Ⓛ	Ⓓ
Make entries into a financial accounting system	Ⓛ	Ⓓ
Review financial records of an organization	Ⓛ	Ⓓ
Complete forms for items to be shipped	Ⓛ	Ⓓ
Count the inventory of a small business	Ⓛ	Ⓓ
Organize and maintain files	Ⓛ	Ⓓ
Put accurate price tags on merchandise	Ⓛ	Ⓓ
Set up and maintain a filing system	Ⓛ	Ⓓ
Sort mail	Ⓛ	Ⓓ
Weigh packages to determine postage due	Ⓛ	Ⓓ
Enter data into a computer	Ⓛ	Ⓓ
Operate a telephone switchboard	Ⓛ	Ⓓ
Learn the major sections of a business letter	Ⓛ	Ⓓ
Type reports	Ⓛ	Ⓓ

TRAINING

Darken Ⓛ for **Like**, if you *have had* or *would like to have* an on-the-job training course or a class in this area.

Darken Ⓓ for **Dislike**, if you *would not like to have* a training course in this area, or you are *unsure*.

Balancing a checkbook	Ⓛ	Ⓓ
Basic accounting principles	Ⓛ	Ⓓ
Determining yearly taxes for companies	Ⓛ	Ⓓ
Preparing budgets	Ⓛ	Ⓓ
Personnel records management	Ⓛ	Ⓓ
Procedures for the handling and storage of goods	Ⓛ	Ⓓ
Recordkeeping systems	Ⓛ	Ⓓ
Stock control and accounting procedures	Ⓛ	Ⓓ
Warehouse inventory systems	Ⓛ	Ⓓ
Maintaining a computer data base	Ⓛ	Ⓓ
Operating photocopy machines	Ⓛ	Ⓓ
Formatting a letter correctly	Ⓛ	Ⓓ

OCCUPATIONS

Darken Ⓛ for **Like**, if you think you *might like* working in this occupation.

Darken Ⓓ for **Dislike**, if you *would not like* working in this occupation, or you are *unsure*.

Accounting clerk	Ⓛ	Ⓓ
Payroll specialist	Ⓛ	Ⓓ
Accountant	Ⓛ	Ⓓ
Tax preparer	Ⓛ	Ⓓ
Court clerk	Ⓛ	Ⓓ
Mail room clerk	Ⓛ	Ⓓ
Personnel clerk	Ⓛ	Ⓓ
Reservation clerk	Ⓛ	Ⓓ
Scheduler	Ⓛ	Ⓓ
Supply and inventory specialist	Ⓛ	Ⓓ
Computer operator	Ⓛ	Ⓓ
Data entry clerk	Ⓛ	Ⓓ
Word processing operator	Ⓛ	Ⓓ
Office assistant	Ⓛ	Ⓓ

Write your total number of CONVENTIONAL L's in this box. ➔
Later, you will convert this number to a *percentile score*.

NEXT STEPS

The Interest-Finder™ is a measure which helps you to identify the areas of work in which you seem to have the most interest. The areas which the Interest-Finder™ measures are:

Realistic

Investigative

Artistic

Social

Enterprising

Conventional

Detailed descriptions of these interest areas begin on page 2-14.

Because life experiences of boys and girls can vary, they may score differently on measures like the Interest-Finder™. For example, boys tend to have higher Realistic scores than girls, and girls tend to have higher Social scores than boys. The result is that boys may explore Realistic occupations more than girls — and girls may explore Social occupations more than boys. But, boys and girls can have interests in any of the areas on the Interest-Finder™.

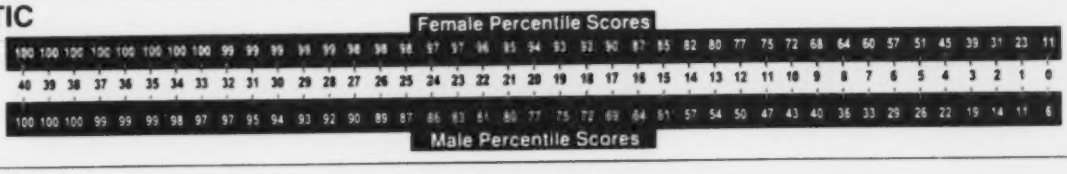
Given that differences can exist, the best types of scores to use with the Interest-Finder™ are gender-based percentile scores. These types of scores could help you explore occupations you may not have considered before. On the next page, you will be shown how to convert your Interest-Finder™ results to gender-based percentile scores.

DETERMINING YOUR GENDER-SPECIFIC INTEREST-FINDER PERCENTILE SCORES

Enter your Interest-Finder™ results from pages 2-5 through 2-10 in the boxes below. Find and circle your results in the **middle** row, then find the number directly **above** it (if you are female) or **below** it (if you are male). This is your *percentile score*. Write your percentile score in the corresponding circle on the next page.

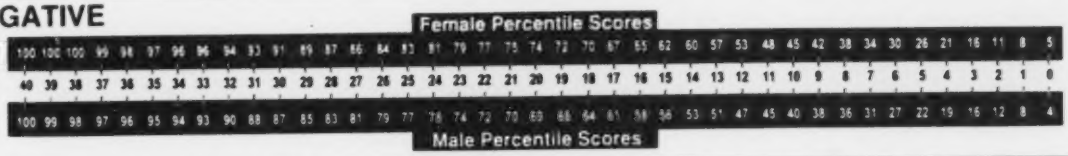
REALISTIC

PAGE 2-5



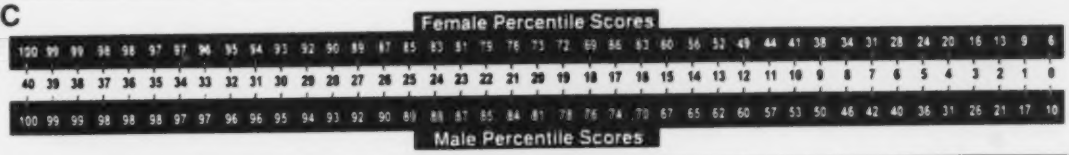
INVESTIGATIVE

PAGE 2-6



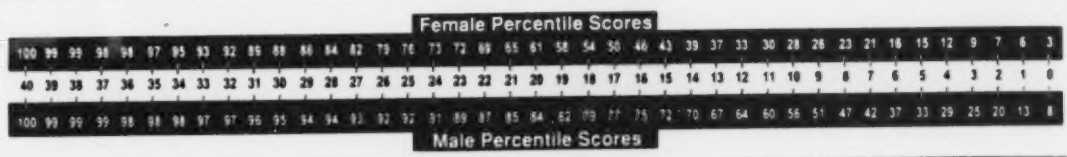
ARTISTIC

PAGE 2-7



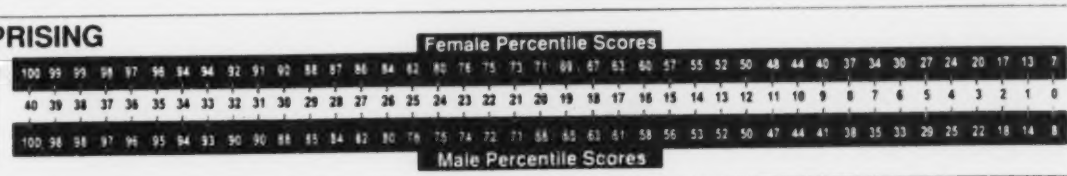
SOCIAL

PAGE 2-8



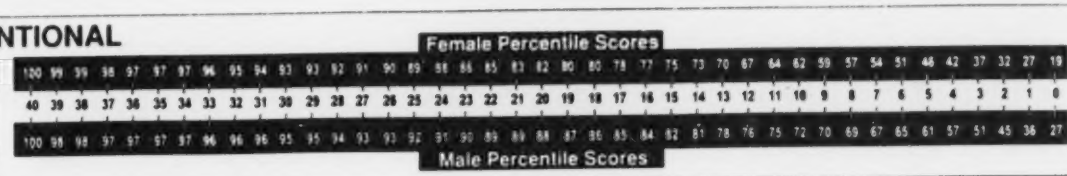
ENTERPRISING

PAGE 2-9



CONVENTIONAL

PAGE 2-10



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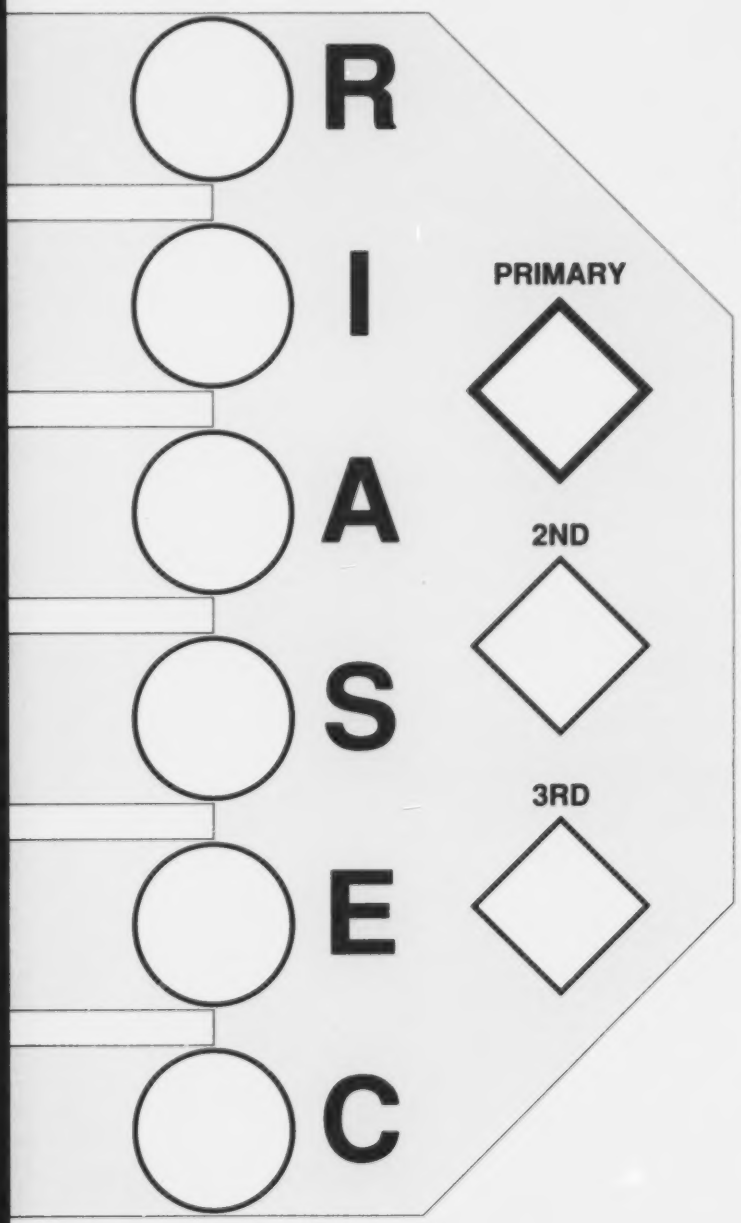
FINDING YOUR SUMMARY CODE

Find the letters next to your three highest percentile scores. Each of these letters represents one of your Interest Codes. Together they make up your Summary Code. The letter with the highest number is your primary Interest Code. If two scores are the same or tied, put both letters in the same diamond. Write your Summary Code in the diamonds below.



WHAT DO YOUR INTEREST CODES MEAN?

You probably are wondering why your Summary Code includes several different Interest Codes — your primary Interest Code (which is your highest scoring code) and your next two highest scoring codes. It is because most people are interested in several different areas. They have different interests, and that's what makes people interesting!

Look at the charts on the next few pages to find out what each Interest Code means.

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R → Realistic Type

You Probably Are Interested In:

Mechanical activities. You may be less interested in activities that require a great deal of interaction with people.

You May Like Activities That:

- Allow you to work with your hands
- Let you see the results of your work
- Allow you to work by yourself, rather than with other people
- Involve using machines, tools, and equipment

Examples of Realistic Occupations You Might Enjoy:

- Aircraft Pilot
- Automotive Mechanic
- Broadcast Technician
- Dental Laboratory Technician
- Firefighter
- Radar Operator
- Truck Driver
- Woodworker

I → Investigative Type

You Probably Are Interested In:

Mathematical or scientific activities. You may be less interested in leading or supervising people.

You May Like Activities That:

- **Involve learning about a new subject area**
- **Allow you to use your knowledge to solve problems or create things or ideas**

Examples of Investigative Occupations You Might Enjoy:

- **Detective**
- **Dietitian/Nutritionist**
- **Engineer**
- **Meteorologist**
- **Physical Therapist**
- **Physician**
- **Psychologist**
- **Veterinarian**

A → Artistic Type

You Probably Are Interested In:

Activities that allow you to write, paint, play a musical instrument, or perform similar activities. You may be less interested in performing clerical tasks.

You May Like Activities That:

- **Allow you to be creative**
- **Allow you to use your imagination to do original work**
- **Let you work according to your own rules**

Examples of Artistic Occupations You Might Enjoy:

- **Actor/Actress**
- **Chef**
- **Graphic Designer**
- **Jeweler**
- **Musician**
- **Photographer**
- **Radio and Television Announcer**
- **Writer**

S → Social Type

You Probably Are Interested In:

Activities that allow you to use your skills and talents to interact effectively with others. You may be less interested in performing mechanical activities or tasks.

You May Like Activities That:

- **Involve working with and helping others**
- **Let you teach others new skills**

Examples of Social Occupations You Might Enjoy:

- **Childcare Worker**
- **Counselor**
- **Flight Attendant**
- **Licensed Practical Nurse**
- **Physical Therapy Assistant**
- **Recreation Worker**
- **Social Worker**
- **Teacher**

E → Enterprising Type

You Probably Are Interested In:

Activities that allow you to take a leadership role or speak in front of groups. You may be less interested in performing scientific tasks.

You May Like Activities That:

- **Are fast-paced**
- **Require that you take on a lot of responsibility**

Examples of Enterprising Occupations You Might Enjoy:

- **Financial Manager**
- **Judge**
- **Lawyer**
- **Public Relations Specialist**
- **Real Estate Agent**
- **Retail Buyer**
- **Sales Representative**
- **Travel Agent**

C → Conventional Type

You Probably Are Interested In:

Activities that allow you to use your organizational, clerical, and arithmetic abilities. You may be less interested in performing artistic tasks.

You May Like Activities That:

- **Require attention to detail**
- **Require attention to accuracy**

Examples of Conventional Occupations You Might Enjoy:

- **Accountant**
- **Bank Teller**
- **Budget Analyst**
- **Computer Operator**
- **Court Reporter**
- **Dental Assistant**
- **Payroll Clerk**
- **Secretary**

WHAT DOES THE ORDER OF YOUR INTEREST CODES MEAN?

Now that you understand what the letters in your Summary Code mean, you also may be wondering if the order of those letters has a special meaning. The answer is "yes!" The first letter in your Code indicates your strongest interest area; the next letter, your second strongest interest; and the third letter is the area in which you have some interest, but probably not as much as in the first two areas. If you have Interest Codes that are tied or very close together, they probably are equally important.

Keep in mind that your Interest Codes indicate your interest areas at this time in your life. While your strongest interest area may remain the same over time, as you mature and gain greater experience, your other areas of interest may change in importance or you may develop new interests. If you take this same inventory several years from now, the letters in your Summary Code could be in a different order, or you might even see some different letters.

ARE YOU HAPPY WITH YOUR RESULTS?

Look again at the Summary Code you received at the end of the inventory on page 2-13. Do the letters in your Code seem to describe you? Are you happy with the results?

- If your answer is "yes," go to the next page and write your three Interest Codes in the boxes provided.

- If your answer is "no," try the following:

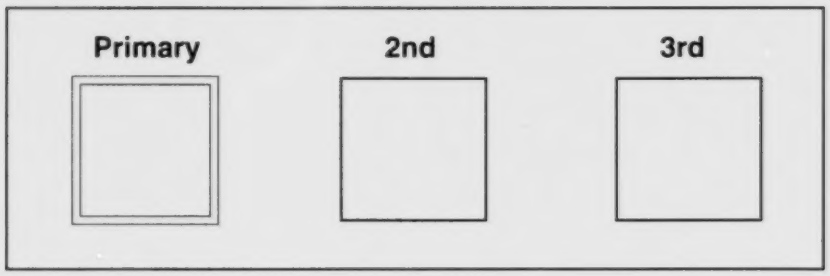
    1. First, recheck your scoring. Is all of the addition correct? Did you overlook any answers when you added the summary scores? Did you convert your results to gender-specific percentile scores correctly?

2. Second, look through the questions on the inventory again. Do your answers honestly reflect your interests and abilities? Change any answer if you think there may be a better response. It is not unusual for people to change their answers.

   - If you do change some answers, make sure your scores on page 2-13 reflect these changes. Did your total scores change? Did your Summary Code change?

If you are still not satisfied with your Interest Codes after rechecking your scores and looking through the inventory questions a second time, you may want to discuss this with your counselor.

Write your Interest Codes in the boxes provided below. If two codes have the same score, put them in the same box.



SUMMING UP

This chapter helped you discover more about yourself — you were able to start identifying your interests by taking an interest inventory. You also learned how to interpret your inventory results and identify your strongest interest areas. Later, in Chapter 5, The OCCU-FIND, you can explore occupations based on the interests you identified.

CHAPTER 3. UNDERSTANDING YOUR ASVAB RESULTS

Did you receive your ASVAB Student Results Sheet from your counselor? If you haven't, go see your counselor as soon as possible. You need your Results Sheet before starting this chapter.

WHAT WILL YOU ACCOMPLISH IN THIS CHAPTER?

The ASVAB Student Results Sheet reports your ASVAB scores. In this chapter, you will learn more about what your ASVAB scores mean. Your ASVAB scores, like your interests, give you information about yourself that you can use for educational and career planning. That is, they give you an idea of where your abilities lie. Abilities tell you what your current aptitudes are — what types of things you can learn easily or perform well. Understanding your abilities will help you select occupations to explore.

WHAT DO YOUR ASVAB SCORES MEAN?

Brian and Karen just received their ASVAB Student Results Sheets. They are discussing what their ASVAB scores mean. Turn the page to see what they learn.

DID YOU LOOK OVER YOUR ASVAB RESULTS?
PIZZA
SORT OF. I'M GOING TO TALK WITH MR. LEE ABOUT THEM LATER.
LOOKS LIKE I DIDN'T DO TOO WELL. I GOT SOME 60'S AND 70'S. MY DAD'S NOT GOING TO BE HAPPY.
BRIAN! THOSE ARE PERCENTILE SCORES. THE FRONT OF THE RESULTS SHEET TELLS YOU WHAT THEY MEAN.
SEE, PERCENTILE SCORES SHOW HOW WELL YOU DID COMPARED TO OTHER STUDENTS AT YOUR GRADE LEVEL WHO TOOK THE TEST. DID YOU READ THE RESULTS SHEET?
NO. I GUESS I SHOULD HAVE.
OH, YOU GOT YOUR ASVAB RESULTS BACK! I JUST TALKED TO MR. LEE ABOUT MINE.
I CAN'T TALK TO HIM UNTIL THIS AFTERNOON TO FIND OUT WHAT THESE SCORES MEAN.
MR. LEE AND I TALKED ABOUT MY RESULTS. HE EXPLAINED WHAT THE DIFFERENT SCORES MEAN.
CAN YOU EXPLAIN THEM TO ME?
SURE, NO PROBLEM.
OKAY. I'LL SHOW YOU WHAT MR. LEE SAID WE NEEDED TO KNOW. HERE, LOOK AT MY NOTES.

WHAT ARE ASVAB SCORES?

Your scores tell you how you did on the ASVAB. They give you information that can help you identify and understand some of your personal strengths — called abilities.

The Student Results Sheet reports:

- *Scores for each of the ten tests that make up the ASVAB. The names of these tests, beginning with Word Knowledge (WK) and ending with Coding Speed (CS), are listed in the left-hand column of your Student Results Sheet. Descriptions of each of these tests are provided on the back of the Results Sheet.*

- *An Academic Ability (AA), Verbal Ability (VA) and Math Ability (MA) Score. Each of these scores is made up of a combination of some of the ten individual ASVAB tests you took.*

- *Your ASVAB Codes and your Military Careers Score. These scores are listed on the bottom left-hand corner of your Student Results Sheet.*

WHAT ARE PERCENTILE SCORES?

With the exception of your ASVAB Codes and your Military Careers Score, each of your ASVAB scores is shown as a percentile score. Percentile scores tell how well you did compared to a national sample of students at your grade level who took the test. They indicate how you would rank in a group of 100 students from across the nation at your grade

level. For example, a percentile score of 86 means that you scored as well as, or better than, 86 out of 100 students in a national sample of students at your grade level.

There are two types of percentile scores:

- ***Same Grade/Same Sex***

Tells how well you did compared to a national sample of students who are at your grade level and who are the same sex. For example, if you are an 11th grade male, your same grade/same sex score tells you how well you did compared to 11th grade males.

- ***Same Grade/Opposite Sex***

Tells how well you performed on the test compared to a national sample of students who are in your same grade and who are the opposite sex. For example, if you are a 12th grade female, your same grade/opposite sex score tells you how well you did compared to 12th grade males.

Because the life experiences of men and women can vary, you may score somewhat differently on the test than did students of the opposite sex. Your same grade/opposite sex score is important for you to know because workers in some occupations are mostly made up of one sex, and those are the people you may be competing against for jobs. For example, let's say you are a male interested in becoming a nurse. Because the majority of nurses are female, it may be helpful for you to find out how your abilities compare to females.

WHAT ARE SCORE BANDS?

Your ASVAB scores are reported with score bands, shown as dashes in brackets. Test scores are never an exact measure of your ability. If you took the ASVAB again, your scores might change somewhat. Score bands show you the range that your scores would probably fall in if you took the test again. You can also use score bands to determine where your strengths lie.

Look at the score bands shown below

		40	50	60	70
Janet	***Verbal Ability***		[-------]		
	Math Ability			[-------]	
Katie	***Verbal Ability***	[-------]			
	Math Ability				[-------]

Janet's verbal ability and mathematical ability score bands overlap. This most likely means that her rankings in these two areas are pretty similar. She probably has very similar math ability and verbal ability rankings.

On the other hand, Katie's verbal ability and mathematical ability score bands do not overlap. Katie received a higher score on math ability. Her score bands show that her rankings on math ability and verbal ability are probably not the same. Looking at her score bands also shows that her math ability ranking is likely higher than her verbal ability ranking.

READ ON TO FIND OUT MORE ABOUT YOUR ASVAB SCORES.

HOW CAN YOU USE YOUR ASVAB SCORES?

Your ASVAB scores provide you with information about your abilities, or personal results in ten test areas. The charts on the following pages explain:

- What each score tells you about yourself
- Which scores you can link to occupations and use for career exploration.

You can also see what Alan, Maria, Karen and Brian found out about their ASVAB scores.

ASVAB TEST SCORE:	**ACADEMIC ABILITY**
WHAT DOES YOUR ACADEMIC ABILITY SCORE MEASURE?	It measures how well you did on both the Verbal and Math sections of the ASVAB combined.
HOW CAN YOU USE YOUR ACADEMIC ABILITY SCORE FOR CAREER EXPLORATION?	Your Academic Ability Score is an indicator of your potential for being successful in further education and training. You can use this score to help you decide whether to explore occupations that require further education and training.

I SCORED IN THE 72nd PERCENTILE ON ACADEMIC ABILITY. I THINK I MIGHT BE INTERESTED IN SOME OCCUPATIONS THAT REQUIRE A COLLEGE DEGREE, LIKE A TEACHER OR WRITER. MR. LEE SAID MY ACADEMIC ABILITY SCORE, ALONG WITH MY SOLID B AVERAGE, PROBABLY MEANS I'LL DO FINE IN COLLEGE.

ASVAB TEST SCORES:	**VERBAL ABILITY** **MATH ABILITY**
WHAT DO YOUR VERBAL AND MATH ABILITY SCORES MEASURE?	Verbal Ability measures how well you did on the Word Knowledge and Paragraph Comprehension tests. Math Ability measures how well you did on the Arithmetic Reasoning and Math Knowledge tests.
HOW CAN YOU USE YOUR VERBAL AND MATH ABILITY SCORES FOR CAREER EXPLORATION?	Your Verbal and Math Ability scores are indicators of your potential for being successful in further education and training. Your Verbal Ability score gives you an idea of your vocabulary and reading skills. Your Math Ability score gives you an idea of how well you would do in math-related subjects.

I REALLY LIKE WORKING WITH COMPUTERS AND AM THINKING ABOUT BECOMING A COMPUTER PROGRAMMER. TO DO THAT, I NEED TO TAKE MATH COURSES IN COLLEGE. I THINK I MIGHT DO WELL BECAUSE I SCORED REALLY HIGH ON MATH ABILITY.

ASVAB TEST SCORES:	**WORD KNOWLEDGE** **PARAGRAPH COMPREHENSION** **ARITHMETIC REASONING** **MATHEMATICS KNOWLEDGE** **GENERAL SCIENCE** **AUTO & SHOP INFORMATION** **MECHANICAL COMPREHENSION** **ELECTRONICS INFORMATION** **NUMERICAL OPERATIONS** **CODING SPEED**
WHAT DO YOUR INDIVIDUAL TEST SCORES MEASURE?	Your individual test scores measure your abilities in ten test areas. You can find a description of each test on the back of your Student Results Sheet.
HOW CAN YOU USE THESE SCORES FOR CAREER EXPLORATION?	The scores you received on the ten tests can give you an indication of your relative performance in each of the test areas. This can assist you as you learn about the specific requirements of a career or occupation.

I DID EXTREMELY WELL ON MATH KNOWLEDGE AND ELECTRONICS INFORMATION. MY SCORES ON THESE TESTS WERE MUCH HIGHER THAN MY OTHER INDIVIDUAL TEST SCORES. MY SCORE BANDS FOR THESE TWO TESTS DID NOT OVERLAP WITH THE TESTS I SCORED LOWER ON, LIKE PARAGRAPH COMPREHENSION. I'M GOING TO ASK MY SCHOOL COUNSELOR TO HELP ME LOCATE WHERE MY STRENGTHS IN THESE TWO AREAS WILL HELP ME PERFORM WELL ON THE JOB.

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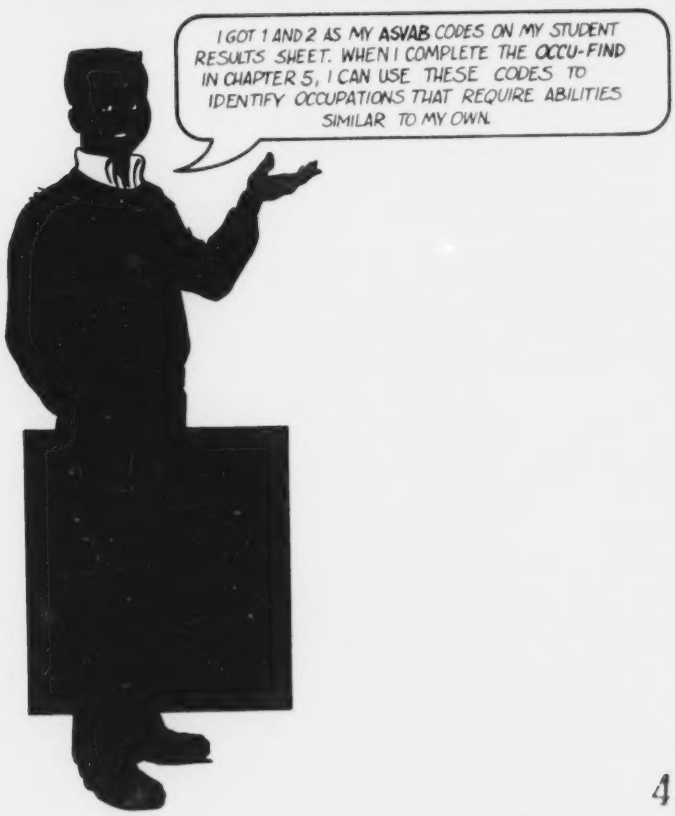
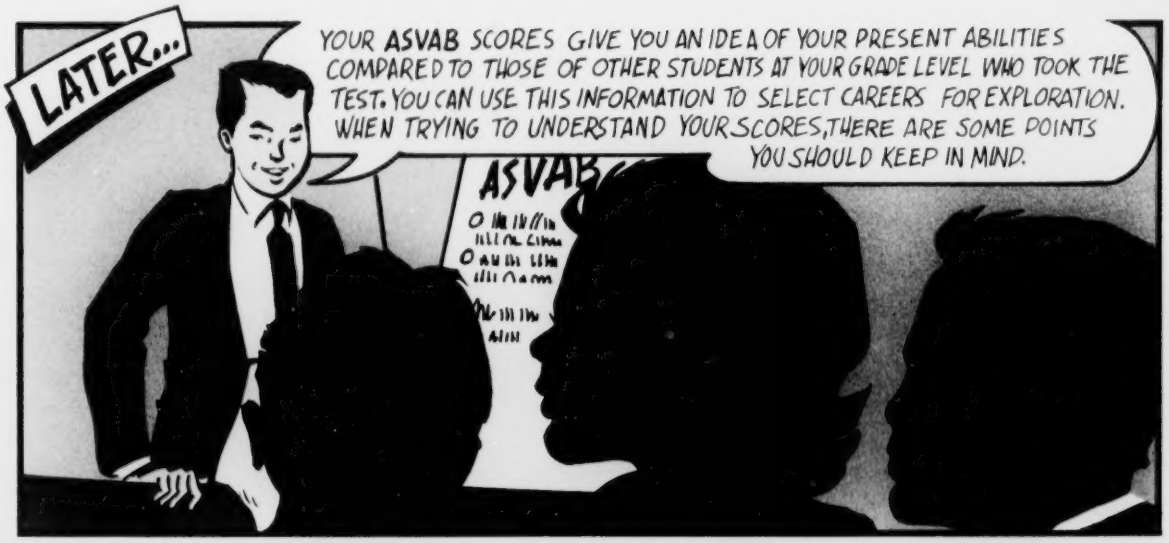
ASVAB TEST SCORE:	**ASVAB CODES**
WHAT DO YOUR ASVAB CODES MEASURE?	Your ASVAB Codes are a measure of your general ability. You will receive two of them on your Student Results Sheet. They can range from 1 to 5 and are derived from your Academic Ability score.
HOW CAN YOU USE YOUR ASVAB CODES FOR CAREER EXPLORATION?	You can use your ASVAB Codes with the OCCU-FIND in Chapter 5 to identify occupations that have people working in them with abilities similar to your own. The first code, your primary code, can help you find occupations that require abilities similar to your own. The second code can help you find other occupations that may also match your abilities, but not as closely as your primary code.


I GOT 1 AND 2 AS MY ASVAB CODES ON MY STUDENT RESULTS SHEET. WHEN I COMPLETE THE OCCU-FIND IN CHAPTER 5, I CAN USE THESE CODES TO IDENTIFY OCCUPATIONS THAT REQUIRE ABILITIES SIMILAR TO MY OWN.

ASVAB TEST SCORE:	**MILITARY CAREERS SCORE**
WHAT DOES YOUR MILITARY CAREERS SCORE MEASURE?	Your Military Careers Score is another measure of your general ability. It is a combination of your Academic Ability, Mechanical Comprehension and Electronics Information scores.
HOW CAN YOU USE YOUR MILITARY CAREERS SCORE FOR CAREER EXPLORATION?	Your Military Careers Score can help you identify military enlisted occupations you have a good chance to qualify for based upon your ASVAB results. Your Military Careers Score is used with graphs found in *Military Careers*, a book that provides you with information about military occupations. Your counselor, school library, or career center should have a copy of *Military Careers*. Pages 8-10 of *Military Careers* contains information on how to use your Military Careers Score with the graphs provided.

I'M THINKING OF A CAREER IN THE MILITARY. MY MILITARY CAREERS SCORE CAN HELP ME PICK OCCUPATIONS. I'M VERY INTERESTED IN ELECTRONICS. I CAN USE MY MILITARY CAREERS SCORE TO SEE IF I'VE GOT A GOOD CHANCE OF QUALIFYING FOR AN ELECTRONICS CAREER IN THE MILITARY.

WELL, KAREN, WITH THOSE 60's AND 70's I GOT, IT LOOKS LIKE I DID PRETTY WELL.
YOU'RE LUCKY MARIA TOOK THE TIME TO SHOW YOU WHAT PERCENTILE SCORES MEAN.
YES, THANKS MARIA. I THINK I'M GETTING THE HANG OF THIS ASVAB STUFF NOW.
WOW, A GROUP DISCUSSION! SOUNDS LIKE FUN.
MR. LEE'S GETTING TOGETHER WITH A GROUP OF STUDENTS THIS AFTERNOON TO DISCUSS ASVAB RESULTS. YOU TWO OUGHT TO GO.
BRIAN, MARIA'S RIGHT. WE SHOULD GO UNLESS YOU'RE TOO SHY.
SHY? HEY I'M THE KING OF GROUP DISCUSSION.
WELL, WHAT ARE WE WAITING FOR? LET'S GO!


LATER...
YOUR ASVAB SCORES GIVE YOU AN IDEA OF YOUR PRESENT ABILITIES COMPARED TO THOSE OF OTHER STUDENTS AT YOUR GRADE LEVEL WHO TOOK THE TEST. YOU CAN USE THIS INFORMATION TO SELECT CAREERS FOR EXPLORATION. WHEN TRYING TO UNDERSTAND YOUR SCORES, THERE ARE SOME POINTS YOU SHOULD KEEP IN MIND.
ASVAB

The ASVAB measures your aptitudes — that is, how well you can do or how easy it might be for you to learn specific types of work activities or tasks at this stage of your life. You should not be discouraged if you received ASVAB scores that you consider low because:

- Your ASVAB scores are affected by the opportunities you have had to gain related knowledge and practical experience. They reflect the level of ability you have developed to date. Some people receive lower scores simply because they have not yet had the opportunities to obtain information and learn skills other people have. For example, if you have never worked with electrical equipment, you may not be familiar with some of the terms used in the Electronics Information test of the ASVAB and may not do as well as other students who have worked with electronics.

- While the ASVAB measures some of your current abilities, it does not measure all factors that can contribute to your success on the job or in school. For example, it does not measure your personal motivation, leadership abilities, physical coordination, or spatial abilities. These factors are important to success in a variety of occupations and educational programs. Remember that success in school or on the job is related to many different factors, not just the scores your received on the ASVAB.

- Low scores on ASVAB do not necessarily mean failure in a related educational program or occupation, just as high scores do not guarantee success.

- Test results are only one way of measuring aptitude. School grades and hobbies can be other indicators of aptitude.

Remember, as your counselor I can help you plan your future education and training. By working together, we can make sure you have the best chance of succeeding in the career that you hope to pursue.

SUMMING UP

This chapter helped you understand what each of your ASVAB scores on your Student Results Sheet means. It also gave you some ideas about how your scores can be helpful in exploring your future, especially your ASVAB Codes and Military Careers Score — two of the most useful scores you can use for career exploration.

Write your ASVAB Codes in the boxes below. Your ASVAB Codes are found on the bottom left-hand side of your Student Results Sheet. They are numbered 1 through 5. The first number is your primary code and the other number is your secondary code.

ASVAB CODES

Primary **Secondary**

Later, you can use your ASVAB Codes with the OCCU-FIND in Chapter 5 to explore occupations.

CHAPTER 4. LEARNING MORE ABOUT YOUR PERSONAL PREFERENCES

WHAT WILL YOU ACCOMPLISH IN THIS CHAPTER?

Learning more about your personal preferences is a part of self-discovery. Personal preferences are job characteristics you consider so important that they will influence the type of career you choose.

This Workbook discusses three types of personal preferences: civilian education, military occupations, and work values. You can learn more about each of these and identify those that are important to you through the activities in this chapter.

Turn the page to read about Alan and Karen discussing their education and military occupation personal preferences.

BOY, IT'S GOING TO BE A LONG TIME BEFORE I'M OUT OF SCHOOL.
WHAT DO YOU MEAN?
WELL, I'M THINKING ABOUT BEING A DOCTOR. AFTER COLLEGE THERE'S FOUR YEARS OF MEDICAL SCHOOL. TO BE A SPECIAL KIND OF DOCTOR--LIKE AN ORTHOPEDIC SURGEON-- I'D HAVE EVEN MORE TRAINING AFTER THAT.
NO WAY! I COULDN'T MAKE IT IN SCHOOL FOR EIGHT MORE YEARS. THAT'S TOO LONG. I'M READY TO GET OUT NOW.
YOU MEAN YOU'RE NOT GOING TO COLLEGE?
I DON'T THINK SO. I'M NOT SURE I WANT TO GO TO COLLEGE RIGHT AFTER SCHOOL. I'M THINKING ABOUT ENTERING THE MILITARY.
REALLY? WHY WOULD YOU DO THAT?
THE MILITARY IS A GREAT PLACE TO GET TRAINING AND WORK EXPERIENCE.
I WOULDN'T SKIP COLLEGE. THE MILITARY'S NOT FOR ME.
YOU DON'T HAVE TO SKIP COLLEGE JUST BECAUSE YOU'RE IN THE MILITARY. YOU COULD GO TO COLLEGE FIRST AND THEN ENTER THE MILITARY AS AN OFFICER.
AN OFFICER? THAT'S PRETTY PRESTIGIOUS!
YES, I KNOW. MY UNCLE'S A MAJOR IN THE MILITARY. THAT'S HIS OFFICER RANK, BUT HE WORKS AS A SURGEON.

I NEVER REALLY THOUGHT ABOUT THE MILITARY BEFORE.
WELL, YOU SHOULD LOOK INTO IT. I HEAR THEY GIVE TUITION ASSISTANCE AND SCHOLARSHIPS.
50
YOU HAVE LOTS OF EDUCATION OPTIONS. MR. LEE TALKED WITH ME ABOUT VOCATIONAL SCHOOLS, COMMUNITY COLLEGES, FOUR-YEAR COLLEGES, GRADUATE SCHOOLS, AND THE MILITARY.
THAT SURE GIVES ME SOMETHING TO THINK ABOUT.
DO YOU REALLY KNOW WHAT YOU WANT TO DO?
NOT YET. I STILL HAVE SOME THINKING TO DO. RIGHT NOW, I'M LOOKING AT MY INTERESTS, ABILITIES AND PERSONAL PREFERENCES TO HELP ME MAKE DECISIONS WHEN THE TIME COMES.
YOUR FEELINGS ABOUT HOW MUCH EDUCATION OR TRAINING YOU ARE WILLING TO PURSUE AFTER HIGH SCHOOL MAY INFLUENCE THE OCCUPATIONS YOU CHOOSE TO EXPLORE. DIFFERENT OCCUPATIONS REQUIRE DIFFERENT AMOUNTS OF PREPARATION BEYOND HIGH SCHOOL. KAREN AND ALAN ARE THINKING ABOUT COLLEGE AND THE MILITARY. THE ACTIVITIES ON THE FOLLOWING PAGES CAN HELP YOU START MAKING DECISIONS ABOUT YOUR FUTURE EDUCATION AND TRAINING GOALS.

CIVILIAN EDUCATION

You may have many different ideas about the type and amount of education or training you want to receive after high school. You may be satisfied with graduating from high school or you may want to continue your education.

Deciding to continue your education after high school means choosing from the many options available to you. For example, you could attend a community college, a vocational school, a four-year college or a university. Eventually, you might even choose to go on to graduate school and receive a graduate degree.

To start your planning, circle the key on the door that indicates the amount of education or training you want to pursue after graduating from high school. Remember, you can always go back and change your answer.

NO FURTHER EDUCATION
UP TO THREE YEARS
FOUR YEARS OF COLLEGE TO RECEIVE A BACHELOR'S DEGREE
MORE THAN FOUR YEARS OF COLLEGE TO RECEIVE A GRADUATE OR PROFESSIONAL DEGREE

MILITARY OCCUPATIONS

Military service is an option to consider after high school. You may want to enter military service to learn job skills, gain work experience, or develop a career while helping to defend our country.

The military provides many types of training for enlisted and officer occupations to people who join the military. Some examples of the types of training you can receive are:

- Recruit Training: You can gain knowledge, discipline, and physical conditioning as part of a basic orientation to the military.

- Job Training: You can learn the skills you will need to perform job specialties. Training can be on-the-job or in the classroom.

- Leadership Training: You can take courses to learn to be a more effective supervisor or manager.

- Advanced Training: You can take courses to advance your technical skills.

- Continuing Education: You may be given the opportunity to receive training to advance your skills, obtain college degrees, or study topics of interest.

Please circle your answer in the box below to indicate whether you wish to learn about military occupations. The military provides free training for many of these occupations to people who join the military.

Would you be interested in learning about occupations the military offers?

YES **NO**

Turn the page to find out more about your personal preferences.

CIVILIAN EDUCATION AND MILITARY OCCUPATIONS ARE JUST TWO PERSONAL PREFERENCES THAT MAY INFLUENCE THE TYPES OF CAREERS YOU MAY SELECT FOR EXPLORATION. ON THE FOLLOWING PAGES, BRIAN, ALAN, KAREN AND MARIA ARE DISCUSSING WORK VALUES, A THIRD TYPE OF PERSONAL PREFERENCE.
I REALLY WANT TO BE MY OWN BOSS. I WANT TO HAVE CONTROL OVER MY OWN WORK. I WANT INDEPENDENCE.
I THINK I MIGHT LIKE TO WORK FOR SOMEONE--- A PERSON WHO COULD TEACH ME THINGS.
WELL WHATEVER I DO, I WANT TO MAKE MONEY, LOTS OF IT.
MONEY'S NOT THAT IMPORTANT TO ME. I ENJOY DOING THINGS FOR OTHERS. I THINK THAT'S MORE IMPORTANT THAN MONEY.
I DON'T KNOW. I THINK I WANT A CAREER THAT OFFERS PRESTIGE. I WANT TO BE ADMIRED BY OTHERS.
ALL THIS TALK IS MAKING ME CRAZY. I DON'T KNOW WHAT I WANT.
WAIT A MINUTE, BRIAN. JUST THINK OF THINGS YOU LIKE TO DO.
FOOTBALL, UM... GUITAR...UM... I DON'T KNOW.

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YOU DO KNOW. YOU SAID YOU ENJOY PLAYING FOOTBALL. MAYBE THAT MEANS YOU LIKE WORKING IN A GROUP--YOU'RE ABLE TO WORK WELL WITH OTHERS, AND YOU ENJOY PHYSICAL ACTIVITY.
I AM IN PRETTY GOOD SHAPE.
PHYSICAL ACTIVITY -- THAT COULD BE IMPORTANT! I HAVE A FRIEND WHO HAS SOME PHYSICAL LIMITATIONS. SHE WAS REALLY CONCERNED ABOUT HOW MUCH PHYSICAL ACTIVITY WAS NECESSARY IN OCCUPATIONS SHE WAS THINKING ABOUT.
OH, DID IT REALLY LIMIT HER CHOICES?
NOT REALLY. HER COUNSELOR HELPED HER PICK OCCUPATIONS TO EXPLORE BASED ON HER SPECIAL NEEDS. THE COMPANY SHE WORKS FOR MADE SOME CHANGES IN HER WORK AREA SO SHE COULD DO HER JOB.
EACH OF YOU IS TALKING ABOUT WORK VALUES - PRESTIGE, WORKING IN A GROUP, INCOME, PHYSICAL ACTIVITY - WHAT YOU WANT FROM AN OCCUPATION. YOUR WORK VALUES PLAY A ROLE IN FINDING THE OCCUPATIONS YOU WANT TO EXPLORE.
MARIA, YOU SAID YOU WANT TO MAKE LOTS OF MONEY. INCOME IS ONE WORK VALUE YOU WANT AN OCCUPATION TO SATISFY. SO, YOU MAY WANT TO CONSIDER OCCUPATIONS LIKE COMPUTER SYSTEMS ANALYST OR MATHEMATICIAN.
I'VE BEEN THINKING ABOUT A CAREER IN MEDICINE. IF I BECAME A DOCTOR, I WOULD BE ABLE TO HELP OTHERS.
RIGHT, ALAN. YOUR DESIRE TO HELP OTHERS COULD ALSO BE SATISFIED BY OTHER OCCUPATIONS LIKE PSYCHOLOGIST, SOCIAL WORKER, AND COUNSELOR.

KAREN, YOU MENTIONED YOU WANTED A JOB WITH PRESTIGE. DOCTORS, LAWYERS, AND PILOTS ARE SOME JOBS CONSIDERED TO BE PRESTIGIOUS BY MOST PEOPLE.
I DON'T REALLY CARE ABOUT WORK VALUES--AS LONG AS I HAVE TIME TO WORK OUT, PLAY GUITAR, SPEND TIME WITH FRIENDS, PLAY SPORTS...
BRIAN, YOU'VE NAMED LOTS OF WORK VALUES. NOT ALL OCCUPATIONS WILL SATISFY ALL OF YOUR WORK VALUES. YOU MAY HAVE TO DECIDE WHICH WORK VALUES ARE MOST IMPORTANT TO YOU. NOW YOU CAN SEE THAT THEY ARE IMPORTANT TO CONSIDER WHEN EXPLORING OCCUPATIONS.
NOW THAT WE'VE HEARD MARIA, BRIAN, KAREN AND ALAN DISCUSS WORK VALUES THAT ARE IMPORTANT TO THEM--IT'S YOUR TURN TO START THINKING ABOUT WHICH WORK VALUES ARE IMPORTANT TO YOU.
THE FOLLOWING PAGE LISTS WORK VALUES THAT PEOPLE OFTEN CONSIDER WHEN EXPLORING CAREERS. YOU CAN SELECT WORK VALUES THAT ARE IMPORTANT TO YOU IN IDENTIFYING OCCUPATIONS FOR EXPLORATION.

WORK VALUES

You probably have ideas about work values that you want to find in an occupation. Thirteen work values are listed below. Which are important to you?

- CHALLENGE: Learning new skills or information, self-development
- CREATIVITY: Doing things in a new way, inventing things, or developing different approaches or methods
- HELPING OTHERS: Doing things for others, building a better world
- INCOME: Making a high salary
- INDEPENDENCE: Being your own boss, deciding how and when to do your work
- OUTDOOR WORK: Working outside, working in different types of weather
- PRESTIGE: Doing work that is seen as important, and for which people admire and respect you
- PUBLIC CONTACT: Providing information to the public, talking to people outside your organization
- SECURITY: Having stable employment, steady income, not worrying about being laid off
- VARIETY: Doing many different activities, not doing the same things all the time
- WORKING IN A GROUP: Working with others, being cooperative, getting to know co-workers
- LITTLE PHYSICAL ACTIVITY: Doing work that requires very little physical activity (not much lifting or carrying)
- PHYSICALLY CHALLENGING ACTIVITY: Doing work that does require physical activity, such as lifting, carrying or moving heavy objects, lots of walking

An occupation may satisfy one or several of these work values. Complete the activity on the next page to select work values you want to consider when exploring occupations.

MY WORK VALUES CHECKLIST

Listed below are 13 work values that you might want to consider when selecting occupations to pursue.

Read the list carefully. Think about how important each of the work values is to you and whether you want your career to satisfy them. Place a check (✔) next to the work values that are important to you.

_____	CHALLENGE:	Learning new skills or information, self-development
_____	CREATIVITY:	Doing things in a new way, inventing things, or developing different approaches or methods
_____	HELPING OTHERS:	Doing things for others, building a better world
_____	INCOME:	Making a high salary
_____	INDEPENDENCE:	Being your own boss, deciding how and when to do your work
_____	OUTDOOR WORK:	Working outside, working in different types of weather
_____	PRESTIGE:	Doing work that is seen as important, and for which people admire and respect you
_____	PUBLIC CONTACT:	Providing information to the public, talking to people outside your organization
_____	SECURITY:	Having stable employment, steady income, not worrying about being laid off
_____	VARIETY:	Doing many different activities, not doing the same things all the time
_____	WORKING IN A GROUP:	Working with others, being cooperative, getting to know co-workers
_____	LITTLE PHYSICAL ACTIVITY:	Doing work that requires very little physical activity (not much lifting or carrying)
_____	PHYSICALLY CHALLENGING ACTIVITY:	Doing work that does require physical activity, such as lifting, carrying or moving heavy objects, lots of walking

Review the list to see which work values you rated as important.

- If you checked more than four of the work values as important, pick the four that are *most important* to you and write them in the space provided. An occupation probably will not satisfy all of the work values that you checked as important. By picking the four work values that are most important to you, you can concentrate on seeing which occupations satisfy them.
- If you checked less than four of the work values as important, review the others.
  - Could you check any of these as important?
  - If you can, write up to four work values that are important to you.
  - If not, that's okay. Many people who are beginning to explore careers don't know which work values are important to them. Write the values you rated as important in the spaces below.

1. _____ 3. _____

2. _____ 4. _____

Summarize your Civilian Education and Military Occupations Personal Preferences below.

Put a check next to the level of Civilian Education you chose on page 4-4.

- ☐ No Further Education
- ☐ Up to Three Years
- ☐ Bachelor's Degree
- ☐ Graduate Degree

Are you interested in learning about military occupations?

(CIRCLE YOUR ANSWER)

YES **NO**

SUMMING UP

In this chapter, you started thinking about your personal preferences and how they might influence the occupations that interest you. As you change and grow, your personal preferences will probably change. By completing this chapter, you have begun to discover personal preferences that seem important to you at this point in your life.

In Chapter 5, you can explore occupations based on the personal preferences you have identified.

CHAPTER 5. THE OCCU-FIND

Before you begin this chapter, you already should have:
- Identified interests by completing the interest inventory in Chapter 2
- Identified abilities by reviewing your ASVAB Results in Chapter 3
- Identified personal preferences in Chapter 4
- An ASVAB Pen and a pencil.

You will need this information to complete the activities in this chapter.

WHAT WILL YOU ACCOMPLISH IN THIS CHAPTER?

In previous chapters, you identified and organized information about yourself. In this chapter, you will compare information about yourself and the world-of-work to identify some occupations to explore using the OCCU-FIND. The OCCU-FIND will help you identify occupations that are related to your interests, abilities, and personal preferences.

HOW IS THE OCCU-FIND ORGANIZED?

The OCCU-FIND is a four-page chart in the OCCU-FIND booklet. Near the center of each page is a section that lists about 200 occupations representing the world-of-work. These occupations are grouped alphabetically by the interest areas you learned about in Chapter 2. Listed down the side of each page are features that describe your:

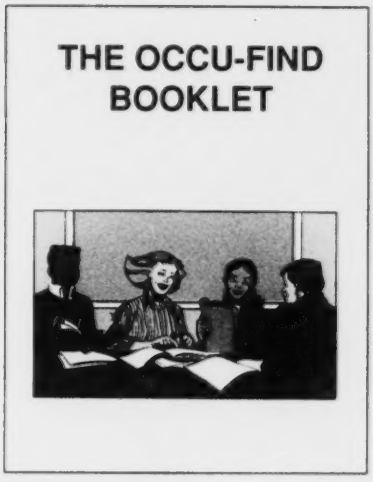
- Interest Codes
- ASVAB Codes (which are measures of your abilities)
- Personal Preferences
  - Civilian Education Beyond High School
  - Military Occupations
  - Work Values

Using your ASVAB Pen, you will highlight the rows that match your own characteristics. Where one of your characteristics matches up with the characteristics of the occupation, a star will appear. The stars help you see which occupations are most closely related to your own interests, abilities, and personal preferences.

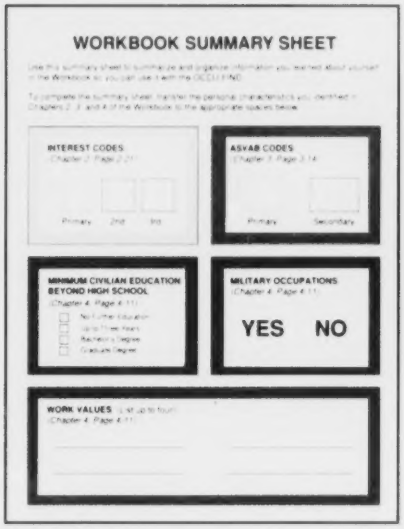
On the next page, Mr. Lee shows you how to get started.

THE OCCU-FIND: GETTING STARTED

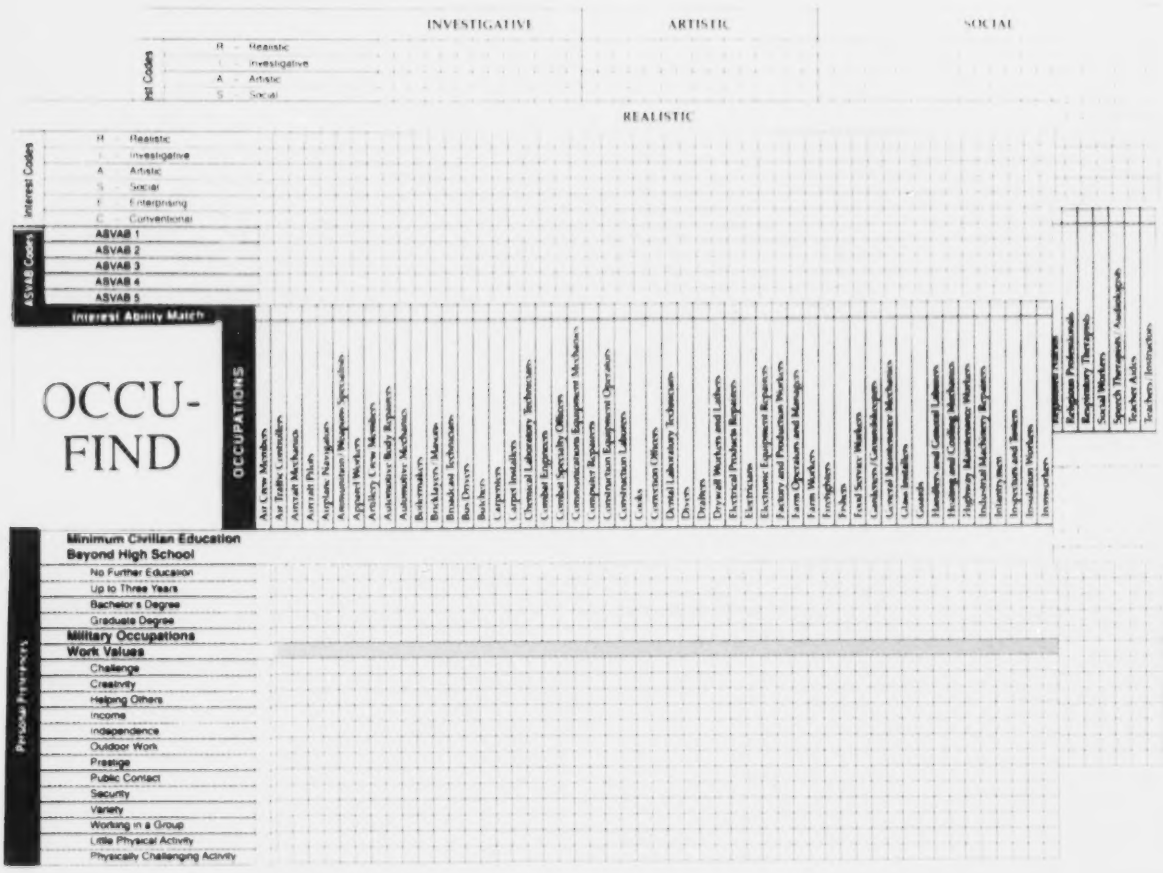
FIRST, LOCATE YOUR OCCU-FIND BOOKLET. YOUR COUNSELOR SHOULD PROVIDE YOU WITH THE ASVAB PEN. YOU ALSO WILL NEED A PENCIL TO COMPLETE THE OCCU-FIND.



NOW OPEN THE BOOKLET TO THE FIRST PAGE-WORKBOOK SUMMARY SHEET. FILL IN THE FOLLOWING ABOUT YOURSELF ON THIS SHEET:
- INTERESTS
- ASVAB CODES (WHICH ARE MEASURES OF YOUR ABILITIES)
- PERSONAL PREFERENCES.
THE SUMMARY SHEET TELLS YOU WHERE IN THE WORKBOOK YOU RECORDED THIS INFORMATION. DO THIS BEFORE YOU GO ANY FURTHER.



NOW YOU WILL ADD INFORMATION ABOUT YOURSELF TO THE OCCU-FIND CHART TO SEE WHICH OCCUPATIONS YOU MAY WISH TO EXPLORE.
REMEMBER TO ADD THIS INFORMATION TO ALL FOUR PAGES OF THE OCCU-FIND.
FOLLOW THE INSTRUCTIONS AND EXAMPLES ON THE NEXT FOUR PAGES TO COMPLETE THE OCCU-FIND.
IT'S IMPORTANT TO READ THE INSTRUCTIONS CAREFULLY.



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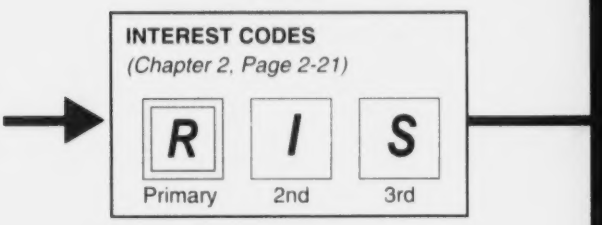
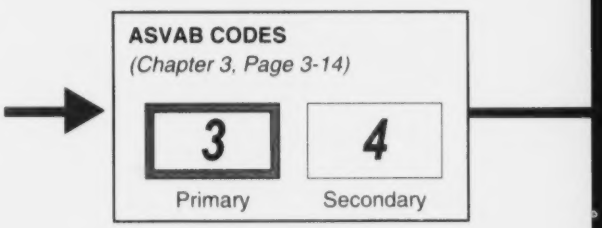
HOW TO USE

1 **Finding Your Interest Codes**
Locate the rows with your **three Interest Codes.*** Using your ASVAB Pen, draw a line all the way across your **Primary**, **2nd** and **3rd Interest Code rows**. Do this for **all four pages** of the OCCU-FIND. Stars should appear in some of the marked boxes. (* If you had a tie you may be using 4 Interest Codes.)



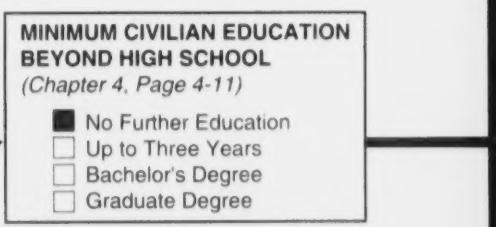
2 **Finding Your ASVAB Codes**
Using your ASVAB Pen, draw a line across your **primary** and **secondary ASVAB Code rows**. Remember, your ASVAB Codes are measures of your abilities. Do this for **all four pages** of the OCCU-FIND. More stars should appear.



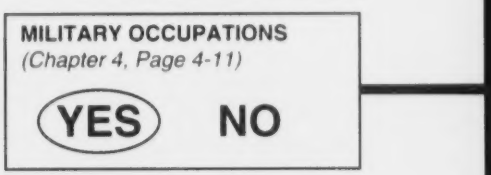
NOTE: The Interest Codes, ASVAB Codes, and personal preferences shown on this page are just samples. Your information will most likely be different.

3 **Finding Your Personal Preferences**
Draw lines across the rows for each of your **personal preferences**:

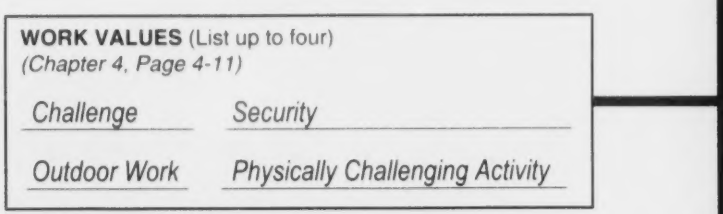
- **Civilian Education Beyond High School**



- **Military Occupations**
  If you circled **YES**, draw a line across the military occupations row. More stars should appear. Some of these stars will be in boxes. These stars identify occupations for which the military provides free training to people who join the services.



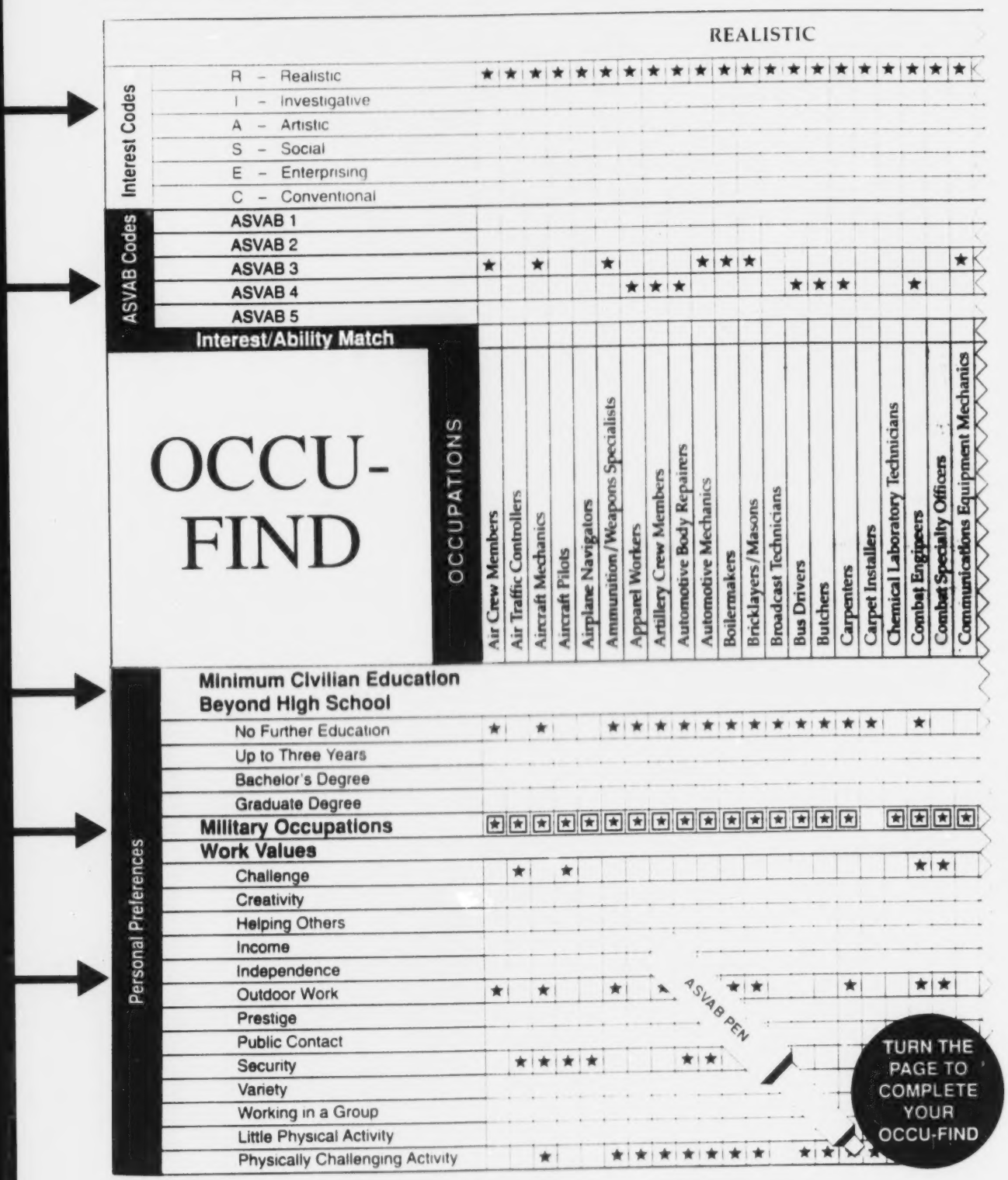
- **Work Values**



Do this for **all four pages** of the OCCU-FIND. More stars should appear.

REMEMBER - IT'S IMPORTANT TO READ THE INSTRUCTIONS CAREFULLY

THE OCCU-FIND



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HOW TO USE THE

Why Do Stars Appear?
A star appears when a characteristic of an occupation matches one of your own personal characteristics. Stars help you see which occupations are most closely related to your own interests, abilities, and personal preferences.

4 Finding Your Interest/Ability Matches

Now look at the green section of the OCCU-FIND to find your **Interest/Ability Matches**.

Place an **X** in the **Interest/Ability Match row** above occupations that have a star for

- any one of your Interest Codes **AND**
- any one of your ASVAB Codes.

Do this on **all four pages** of the OCCU-FIND.

Occupations you have marked with an **X** might be **good matches** for you. You might want to explore these occupations further.

5 What Are Your Strongest Matches?

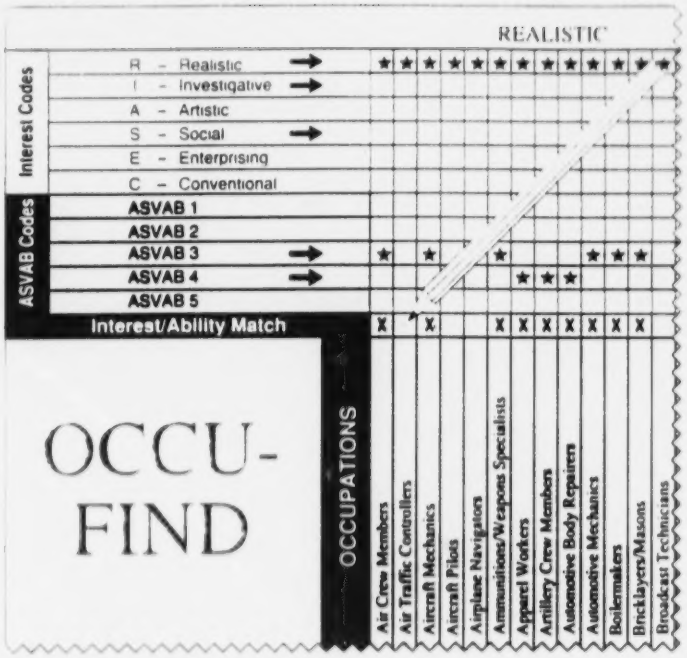
Go to the page(s) of the OCCU-FIND that have occupations under your **primary Interest Code**. (In this example, the **primary Interest Code** is Realistic.)

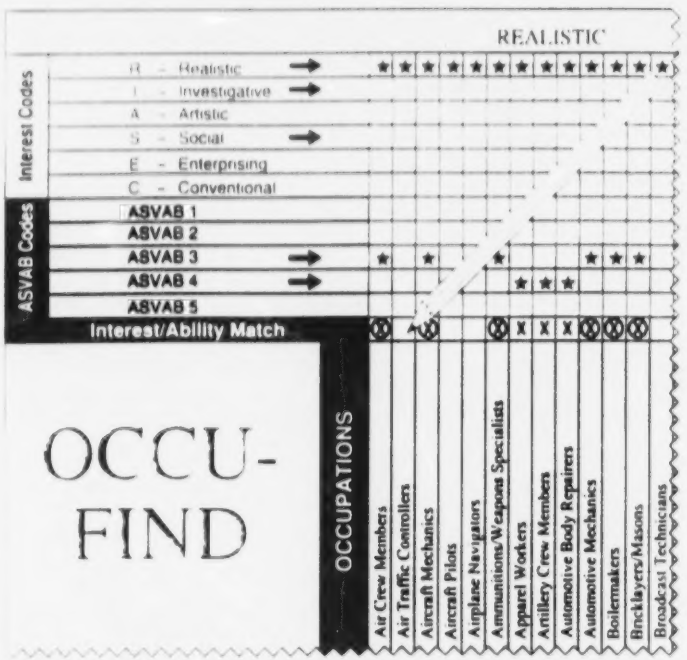
When an occupation has a star for

- your primary Interest Code **AND**
- your primary ASVAB Code

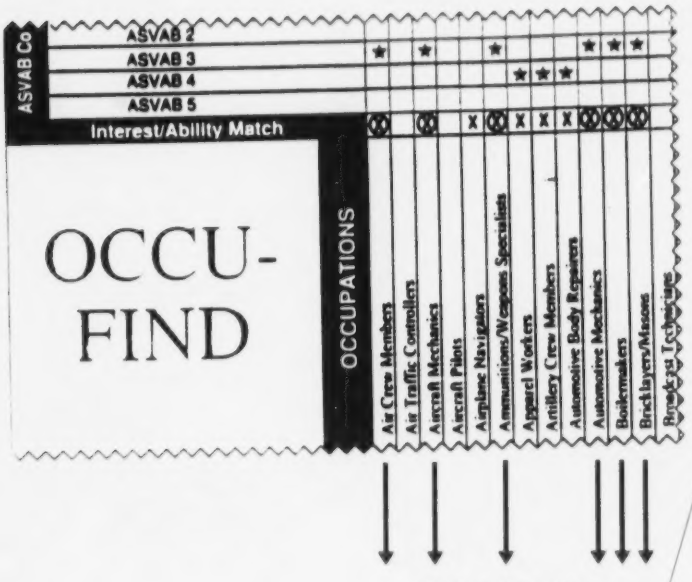
circle the **X** you placed in the Interest Ability Match Row. These are your **strongest matches**.

In this example, occupations which have stars for **Realistic** and **ASVAB 3** are the strongest matches.



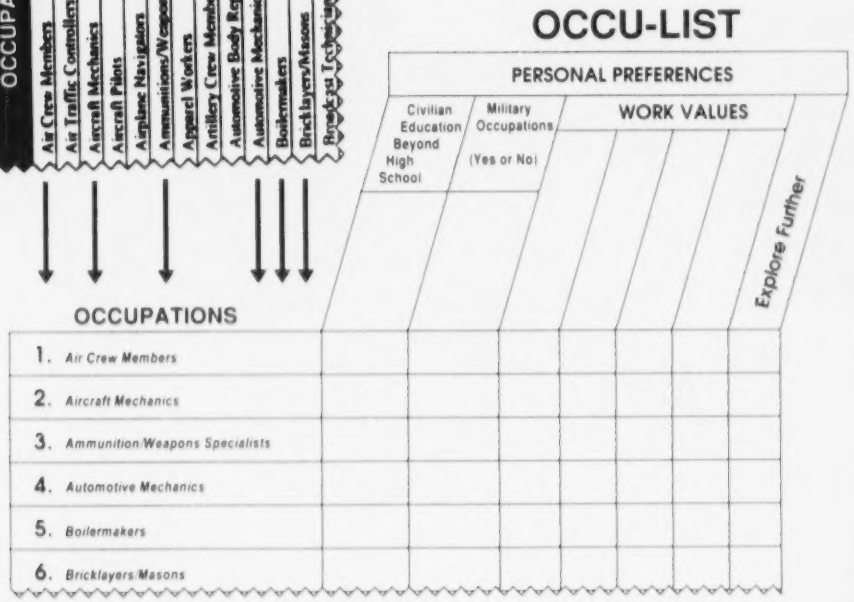


OCCU-FIND (Continued)



6 **Recording Your Strongest Matches – The OCCU-LIST**

Turn to page 5-11 of the workbook and list the names of your **strongest matches** on the **OCCU-LIST**. If there are more than 20 occupations, pick the 20 that interest you the most.



7 **Adding More Occupations**

You might have room on your **OCCU-LIST** to add more occupations. Go back to the occupations that you have marked with an **X** in the green Interest/Ability Match row and see if there are any other occupations you would like to explore further. Pay particular attention to occupations that match either your **primary Interest Code** or **primary ASVAB Code**.

8 **Sorting Out Your Personal Preferences**

To sort out how these occupations match your personal preferences, turn to page 5-10 and continue reading.

Now that you have completed the OCCU-FIND, you need to decide which occupations you want to keep exploring. On the following pages, Brian and Maria are trying to answer this very question.

HEY MARIA, WHAT ARE YOU DOING?
I'M COMPLETING MY OCCU-FIND. LOOK AT ALL THESE OCCUPATIONS THAT MATCH MY INTERESTS AND ABILITIES.
HOW DID IT GO FOR YOU? WHAT KIND OF OCCUPATIONS DID YOU FIND?
I FOUND SOME OCCUPATIONS THAT I THINK I MIGHT BE GOOD AT, LIKE GRAPHIC DESIGNER, MUSICIAN, AND LANDSCAPE ARCHITECT.
WHAT, NO FOOTBALL PLAYER ON THE LIST?
VERY FUNNY, MARIA! FOR ONCE I TRY AND BE SERIOUS AND LOOK AT THE GRIEF I GET.
SORRY, BRIAN. I WAS JUST KIDDING. OKAY, TELL ME ABOUT YOUR OCCU-FIND RESULTS.

WELL, I FOUND SOME OCCUPATIONS I'M NOT SURE ABOUT, LIKE SOCIAL WORKER AND NEWS-WRITER. ANYWAY IT SEEMS TOO EARLY FOR DECISIONS. MAYBE I'LL WAIT FOR A WHILE ON ALL THIS CAREER EXPLORATION STUFF.
RELAX, BRIAN. SOONER OR LATER YOU'LL MAKE DECISIONS. NOW YOU'RE JUST GETTING MORE INFORMATION ON OCCUPATIONS TO SEE IF YOU MIGHT WANT TO EXPLORE THEM FURTHER.
I DO HAVE A LOT OF OCCUPATIONS TO LOOK AT. HOW DO I KNOW WHICH ONES MIGHT BE RIGHT FOR ME?
THE ASVAB WORKBOOK CAN HELP YOU DECIDE WHICH OCCUPATIONS ARE REALLY WORTH EXPLORING.
REALLY? HOW DOES IT DO THAT?
ON THE OCCU-LIST, YOU WROTE DOWN THE OCCUPATIONS THAT MATCHED YOUR PRIMARY ASVAB CODES AND OCCUPATIONS THAT YOU WANT TO FIND OUT MORE ABOUT, RIGHT?
YES, BUT WHAT ABOUT THE OTHER STUFF WE HIGHLIGHTED ON THE OCCU-FIND, LIKE EDUCATION AND THOSE WORK VALUES?
WELL, THE OCCU-LIST IS A SPECIAL CHECK OFF LIST WHERE YOU CAN KEEP TRACK OF WHICH PERSONAL PREFERENCES AN OCCUPATION MAY SATISFY.
HERE'S WHAT TO DO!

OCCU-LIST

Completing the rest of the **OCCU-LIST** will help you sort out how well your personal preferences (civilian education, military occupations, and work values) match up with the occupations you selected. Before you start, be sure you have recorded the names of the OCCU-FIND occupations you wanted to explore further onto the **OCCU-LIST**. Here's what you do next:

STEP 1. In the spaces provided on the top of the **OCCU-LIST**, write in the level of civilian education you want to complete, your interest in knowing about military occupations, and your work values. This information is on your Workbook Summary Sheet.

STEP 2. Go back to the OCCU-FIND and locate the first occupation you recorded on the **OCCU-LIST**. This is probably one of the occupations you marked with an Ⓧ.

STEP 3. Look down the column for the occupation to see if the level of **civilian education** needed to enter the occupation matches your preference. If it matches, there will be a star; then put a ✔ in the space provided on the OCCU-LIST next to the occupation.

STEP 4. If you were interested in knowing if the **occupation is offered by the military**, put a ✔ in the column if that occupation had a star on the OCCU-FIND for military occupations.

STEP 5. See if the occupation satisfies any of your **work values** by looking at the stars on the OCCU-FIND. If there is a match, put a ✔ in the column under the work value.

STEP 6. Repeat steps 2 through 5 for each occupation on the **OCCU-LIST**.

STEP 7. Now is the time to compare your **work values** and **educational and training plans** to the occupations. Remember, it is rare that an occupation will satisfy all of your preferences. You may wish to reconsider some of your personal preferences. For example, if you are especially interested in an occupation that requires more education than you said you wanted, you may wish to change your mind. Also, an occupation may require less than the amount you said you wanted to attain, but you still may want to further explore the occupation.

STEP 8. After reviewing the **OCCU-LIST**, for each occupation that seems to have good matches or that you want to learn more about, place a ✔ in the box titled **Explore Further**.

OCCU-LIST

OCCUPATIONS	PERSONAL PREFERENCES						
	Civilian Education Beyond High School	Military Occupations (Yes or No)	WORK VALUES				Explore Further
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

RETURNING TO THE OCCU-FIND

If you are not happy with the list of occupations you have, you can return to the OCCU-FIND and locate other occupations to explore. Here are some ways to select additional occupations from the OCCU-FIND.

1. More Matches

Return to the OCCU-FIND and locate other occupations that are Interest/Ability Matches that you haven't already written down. See how they match up to your personal preferences.

2. The Occupations Row

Look at the titles of occupations across the 4 pages of the OCCU-FIND. If you want to know more about any of the occupations, use your ASVAB Pen to draw a line down the column above and below the occupation. Does this title match your Interest Codes or ASVAB Codes? What about your personal preferences? You might find that you are willing to reconsider one of your work values or the level of education you are willing to acquire. Remember that your ASVAB and Interest Codes cannot be changed as easily as your personal preferences, so you might want to first consider occupations that match your Interest and ASVAB Codes.

3. Occupations in Your Primary Interest Area

Your primary Interest Code indicates where your strongest interests lie. Go back to the OCCU-FIND and look at other occupations that have the same code. These occupations have characteristics that match your strongest interest area. For occupations you might want to explore, draw a line down the column above and below the title. Does the occupation's ASVAB Code or personal preferences match your own? Is this an occupation you want to explore further?

If you want more help selecting occupations to explore, see your school counselor.

SUMMING UP

Using the OCCU-FIND, you related information about yourself to occupations from the world-of-work and identified those you want to explore. In Chapter 6, you will learn where to find more information about these occupations. You are encouraged to return to the OCCU-FIND and identify other occupations for exploration whenever you wish. Also, if you need more help selecting occupations to explore, talk to your school counselor.

Remember, career exploration is an ongoing process. You can always return and locate other occupations via OCCU-FIND as you learn more about yourself and the world-of-work.

CHAPTER 6. TAKING THE NEXT STEP

Before you begin this chapter, you should have already completed Chapter 5: The OCCU-FIND, where you worked through the OCCU-LIST activities and selected several occupations to explore.

WHAT WILL YOU ACCOMPLISH IN THIS CHAPTER?

In this chapter, you will learn how to locate information about the occupations on your OCCU-LIST that you said you wanted to explore further.

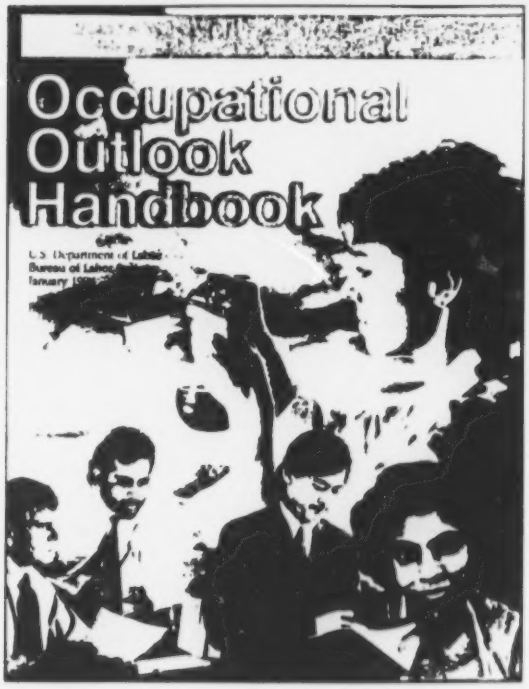
This chapter will show you how to develop a career exploration plan to find out more about these occupations. With this new information, you can continue prioritizing the occupations you want to explore and working toward your goal of finding an occupation that is rewarding and satisfying to you.

CAREER INFORMATION RESOURCES

More detailed information on occupations can be found in several career information resources that your school may have. What exactly is a career information resource? Usually it is a book or pamphlet containing descriptive information, such as the type of work, the salary range, and advancement opportunities for different occupations and careers. These types of books are helpful to read because they can provide you with important information on careers that may be of interest to you. For example, certain military and civilian occupations involve more risk than others, or require different amounts of travel, or have different opportunities for advancement. You can find out more about this and other factors by consulting these resources.

The *Occupational Outlook Handbook (OOH)* and *Military Careers* are two easy-to-use career information resources. You can obtain these two publications from your school library or your counselor. You can start learning about an occupation by reading about it in either one or both of these publications.

OCCUPATIONAL OUTLOOK HANDBOOK



The *Occupational Outlook Handbook* is a career information publication produced by the U.S. Department of Labor. It provides current information on more than 250 occupations. For each occupation, the *Occupational Outlook Handbook* describes:

- The nature of the work
- The working conditions
- Training or education required
- The job outlook/opportunities for advancement
- Average earnings
- Related occupations

MILITARY CAREERS

Military Careers is a career information publication produced by the U.S. Department of Defense. It describes over 150 enlisted and officer occupations. For each occupation, *Military Careers* describes:

- The duties of personnel in that occupation
- Physical demands of the occupation
- Helpful attributes and personal characteristics
- Work environment
- Training provided
- Similar civilian occupations
- Career opportunities

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USING THE *OCCUPATIONAL OUTLOOK HANDBOOK* AND *MILITARY CAREERS*

All of the occupations included on the OCCU-FIND are described in either the *Occupational Outlook Handbook* or *Military Careers*. The OCCU-FIND Occupations Index, on pages A-1 to A-5, shows you where to find occupations in these resources. Note the corresponding page numbers for each resource. For example the occupation **Accountants and Auditors** can be found on page 21 in the *Occupational Outlook Handbook* and on page 221 in *Military Careers*.

If a page number is not shown for one of the books, it means that the occupation is not in that book.

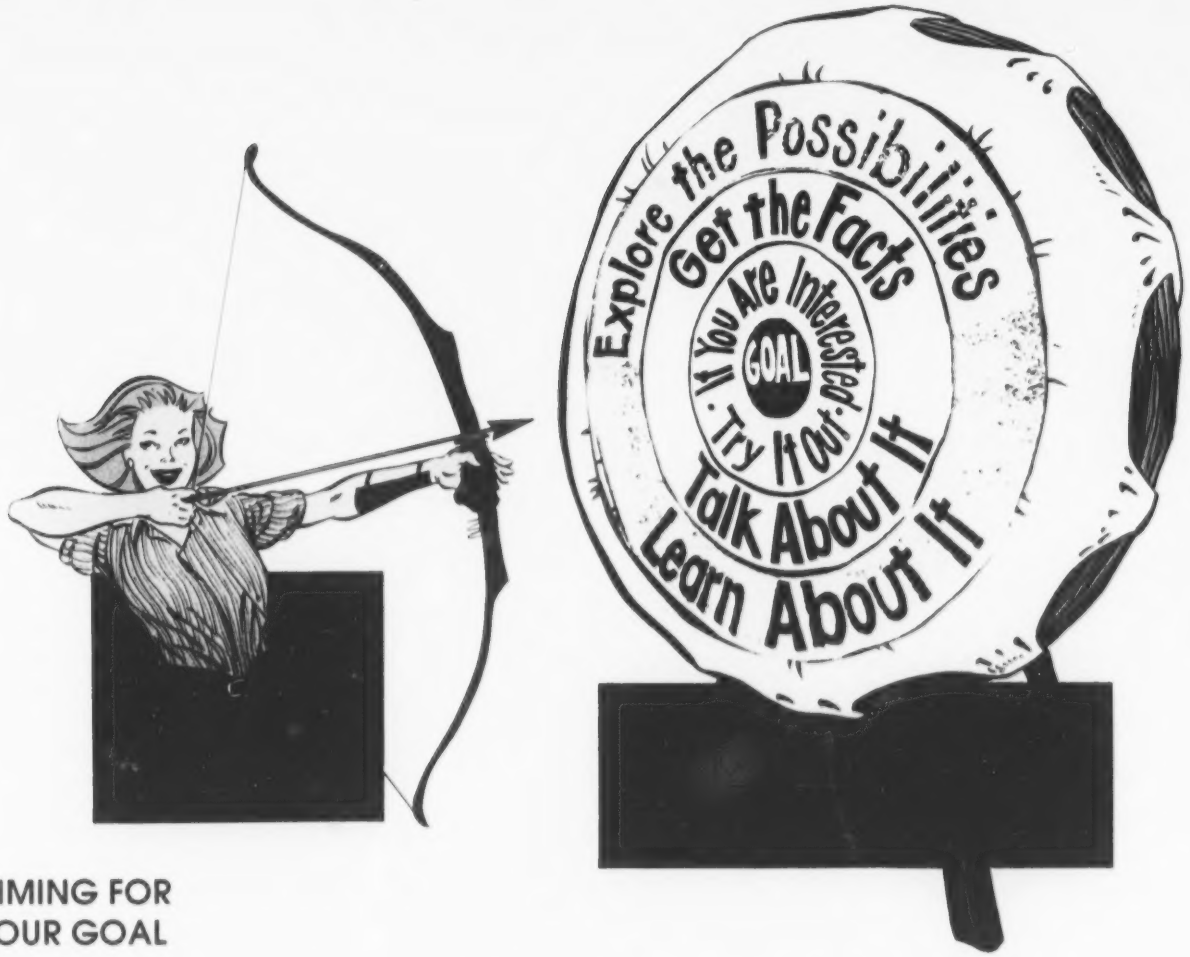
After reading the descriptions and requirements of the occupations in the *Occupational Outlook Handbook* and *Military Careers*, you may wish to take another look at your ASVAB test scores. Your scores may suggest that you need more preparation in certain areas. See your counselor for specific advice.

Once you have used *Military Careers* and the *Occupational Outlook Handbook* to obtain basic information about occupations, you will probably want to begin exploring specific occupations in greater detail. On the following pages, Maria, Alan and Karen discuss their plans for learning about careers.

HEY, MARIA, WHAT ARE YOU DOING?
I'M SIGNING UP FOR THE COMPUTER CLUB. WANT TO JOIN ME? THE MEETING IS NEXT WEDNESDAY.
NO, I'M NOT MUCH OF A COMPUTER PERSON. I LIKE DOING THINGS WITH PEOPLE BETTER. BESIDES, DON'T YOU HAVE ENOUGH AFTER SCHOOL ACTIVITIES? WHY THE COMPUTER CLUB?
MARIA, ARE YOU SIGNING UP FOR ANOTHER CLUB?
YEAH, BUT THIS IS DIFFERENT. IT'S PART OF MY CAREER EXPLORATION PLAN.
YOU MEAN THE PLAN FROM THE ASVAB WORKBOOK?
YES. WHEN I FINISHED THE OCCU-FIND AND OCCU-LIST EXERCISES, COMPUTER SYSTEMS ANALYST WAS ONE OF MY TOP CHOICES.

SO YOU JUST WENT OUT AND SIGNED UP FOR THE COMPUTER CLUB?
FIRST I LEARNED ABOUT THE OCCUPATION BY READING ABOUT IT IN THE OCCUPATIONAL OUTLOOK HANDBOOK AND MILITARY CAREERS.
I'VE BEEN MEANING TO DO THAT. DO THOSE BOOKS REALLY TELL YOU ANYTHING?
THEY SURE DO!
I LEARNED TONS OF STUFF ABOUT DIFFERENT KINDS OF DOCTORS: HOW MUCH THEY MAKE, HOW MUCH EDUCATION THEY NEED, THE HOURS THEY WORK, AND THE TYPE OF WORK THEY DO.
AFTER I LOOKED UP COMPUTER SYSTEMS ANALYST, I DISCUSSED IT WITH MY AUNT. SHE'S A COMPUTER SYSTEMS ANALYST FOR A BIG COMPANY.
THAT SOUNDS GREAT! WHERE'D YOU GET THE IDEA?
IT WAS ONE OF THE SUGGESTIONS ON THE EXPLORATION OPTIONS CHART IN THE ASVAB WORKBOOK. LOOK, THE CHART SHOWS YOU LOTS OF DIFFERENT WAYS TO EXPLORE CAREERS. THE WORKBOOK EVEN HAS THIS REALLY NEAT WORKSHEET THAT TELLS YOU WHAT KIND OF INFORMATION TO FIND AND WHERE TO GET IT.
WOW! LET ME TAKE A LOOK!

You Can Start Developing Your Own Career Exploration Plan on the Following Pages.



AIMING FOR YOUR GOAL

There are many different ways to learn about occupations. Some methods may require more time and effort than others. To really learn about an occupation it is a good idea to read about it, and then decide if you want to explore it further. The Explorations Options Chart on the opposite page will help you develop a Career Exploration Plan in three basic steps: **Learning About It, Talking About It With Others, and Trying It Out.**

Look at the target above. It shows you how working through each of these career exploration steps can help you reach your goal of finding out the most you can about occupations that interest you. To develop your career exploration plan, study the Exploration Options Chart on the opposite page. Then, complete the Career Information Sheet beginning on page 6-8 of this chapter for occupations that you are interested in exploring. Start by *LEARNING ABOUT AN OCCUPATION*. If, after you have learned about an occupation through career information resources, you still want to explore further -- *TALK ABOUT IT* with someone. Finally, if you really want to find out what an occupation is like -- *TRY IT OUT*.

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Develop your Career Exploration Plan. Follow the

EXPLORATION OPTIONS CHART.

Explore the possibilities	*Get the facts*	*And if you are interested*
LEARN ABOUT IT	**TALK ABOUT IT WITH OTHERS**	**TRY IT OUT**
• *Occupational Outlook Handbook* • *Military Careers* • Career Information Delivery Systems (CIDS)* • Other Books • *Vocational Biographies* • Magazines • Newspapers • Audio Tapes • Video Tapes • Films • Career Guidance Center Information	• Parents • Other Relatives • Teachers in Related Subject Area • Counselors • People in that Occupation • Employers • Friends • Military Recruiter	• School Clubs • Volunteer Work • Specialized Summer Camp/ School • Part-time Jobs • Internships • Temporary Work • Apprenticeship • Work/Study Programs • Career Day at School • Spend a Day with a Person in the Occupation

* Your school counselor may assist you in locating and using a computerized CIDS.

CAREER INFORMATION SHEET

Choose an occupation from your OCCU-LIST (found on page 5-11 of Chapter 5) that you want more information about, and write it in the space below.

Title of Occupation	***Military Careers*** **Page Number**	***Occupational Outlook Handbook*** **Page Number**
_____	_____	_____

I. LEARN ABOUT IT

One of the best ways to learn about an occupation is to read about it. The Exploration Options Chart on page 6-7 lists several career information resources that provide information on occupations.

1. *Military Careers* and the *Occupational Outlook Handbook* are two career information resources that provide a broad range of basic information on occupations including:

   - type of duties performed
   - training required
   - working conditions
   - average salary

   Pick one or both resources and read about the occupation you listed above. After you have finished reading about the occupation, write in those aspects you like about it under LIKES and those aspects you don't like under DISLIKES.

++ LIKES ++

_____

_____

_____

-- DISLIKES --

_____

_____

_____

2. Look at the Explorations Options Chart on page 6-7 and select two other career information resources under "Learn About It." Use these resources to continue identifying positive and negative aspects of the occupation. Write anything new you learned that you found important.

_____

_____

_____

_____

_____

_____

II. TALK ABOUT IT WITH OTHERS

1. If after reading about the occupation you decide you are really interested in it, discuss it with someone who can give you more information or direct you to companies where you could speak to people working in the occupation. The Exploration Options Chart lists people who may be able to help you learn more about what that occupation is like.

   a. List the names of people you know who can talk with you about the occupation you want to explore.

NAMES

_____ _____

_____ _____

_____ _____

_____ _____

b. List the names of companies or organizations where it may be possible to meet or talk with an employee who works in the occupation. Your school counselor or the Chamber of Commerce in your area may be able to help you with this list.

ORGANIZATION	CONTACT PERSON	PHONE NUMBER
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Make arrangements to speak with some of the people on your list. Think about what you would like to discuss with them. Then, prepare a list of questions or concerns that you may have about the occupation. Look back to your lists of Likes and Dislikes for ideas. Examples of the types of questions you may want to ask are:

- What types of activities do you do at work?
- What is a typical day like?
- How long do you normally work each day?
- Do you take work home with you?
- What type of education or training is required?
- How has this occupation affected your life-style?
- What do you like and/or dislike about the job?
- What is the job outlook for this occupation in the near future?
- How promising are opportunities for advancement?
- What is the salary range for the job?
- Do you get to travel?

Below, write down any questions you have. Don't be afraid to ask other questions that you may think of during the discussion. It is a good idea to bring along a pen/pencil and extra paper for taking notes.

Q. _____
Q. _____
Q. _____
Q. _____
Q. _____

III. TRY IT OUT

If you are still interested in an occupation after learning about it and talking about it with others, you may want to **TRY IT OUT**. Trying out an occupation can be fun, and a good way to meet other people with similar interests. For example, if you are interested in becoming a computer programmer, you may want to join a computer club at your school. Or, if you are interested in studying to be a nurse, you may want to volunteer at a nearby hospital. The Exploration Options Chart on page 6-7 gives you other suggestions on how to try out an occupation.

You may want to begin by talking to your school counselor or teacher, or visiting your school's career center. Your counselor or teacher may be able to help you locate an organization, a company, or a person who can give you the opportunity to gain experience in an occupation that interests you. Listed below are some resources that might be helpful in finding a place to try out the occupation.

- THE LIBRARY
- SCHOOL CLUBS
- THE EMPLOYMENT DEPARTMENT IN YOUR CITY/TOWN
- SOMEONE YOU KNOW WHO IS CURRENTLY IN THE OCCUPATION OR KNOWS SOMEONE IN THE OCCUPATION
- LOCAL BUSINESSES IN YOUR TOWN
- MILITARY RECRUITING OFFICES

You can find more Career Information Sheets in the back of the Workbook.

SUMMING UP

This chapter explored ways to learn more about occupations. You began to explore occupations that you may want to pursue. Remember, career exploration will not stop here; you will use the skills and concepts you learned in this chapter to continue exploring careers.

THE ASVAB WORKBOOK: WHAT YOU FOUND OUT

This Workbook helped you start exploring careers. You did this in several steps. To help you summarize what you learned about career exploration, complete the activity on the following page. Step one is provided to help get you started. Fill in the remaining steps you took to learn about exploring careers. When you are done, turn to page 6-14 to look at some of Maria and Alan's answers.

I LEARNED . . .

1. *to identify and organize information about myself for career exploration.*

2.

3.

4.

MARIA AND ALAN'S LIST

I LEARNED . . .

1. *about myself and how to use this information to find out about careers.*

2. *how to match my interests, abilities and personal preferences to occupations that I want to explore.*

3. *about Military Careers and the Occupational Outlook Handbook, two books that can help me find out about different occupations.*

4. *how to develop a plan to explore different careers that I might find exciting.*

Learning about career exploration may be a new experience for you. Remember, career exploration is an ongoing process. Over your lifetime, the occupations you choose and the goals you set will probably change, as your interests and values change.

As your goals and interests change, don't be afraid to come back and use the Workbook again. Good luck! Your future is waiting for you.

OCCU-FIND OCCUPATIONS INDEX

OCCU-FIND OCCUPATION	*Military Careers* PAGE NO.	*Occupational Outlook Handbook 1998-99* PAGE NO.
Accountants and Auditors	221	21
Accounting/Bookkeeping Specialists	97	298
Actors		242
Air Crew Members	151	489
Air Traffic Controllers	79, 262	81
Aircraft Mechanics	115, 123	350
Aircraft Pilots	284, 285	79
Airplane Navigators	282	79
Ammunition/Weapons Specialists	88	291
Apparel Workers	146	448
Architects	264	95
Archivists and Curators		164
Artillery Crew Members	162	79
Audiovisual Production Directors	243	225
Automotive Body Repairers	116, 148	352
Automotive Mechanics	116, 119	354
Bank Tellers		272
Boilermakers	144	425
Bricklayers/Masons	137	387
Broadcast Technicians	59	225
Budget Analysts	97, 221	25
Bus Drivers	158	464
Butchers	110	422
Carpenters	137	389
Carpet Installers		390
Cashiers	104	248
Chefs	222	76
Chemical Laboratory Technicians	80	134
Chemists	263	125
Childcare Workers		333
Chiropractors	255	181
Combat Engineers	164	378, 491
Combat Specialty Officers	294, 296, 298, 300, 302	
Communications Equipment Mechanics	124, 127, 131	361
Communications Managers	219	188
Computer Operators	96	275
Computer Programmers	82	106
Computer Repairers	125	362
Computer Systems Analysts	96, 265	109
Computer Systems Managers	265	109

OCCU-FIND OCCUPATIONS INDEX

OCCU-FIND OCCUPATION	*Military Careers* PAGE NO.	*Occupational Outlook Handbook 1998-99* PAGE NO.
Construction Equipment Operators	136	466
Construction Laborers	137	479
Cooks	110	312
Correction Officers	111	339
Counselors	55, 56	169
Court Reporters/Stenographers	99	277
Customer Service Representatives		283, 489
Dancers		244
Dental Assistants	68	317
Dental Hygienists	68	211
Dental Laboratory Technicians	142	457
Dentists	247	183
Designers		234
Detectives and Special Agents	111, 225, 269	345, 348
Dietitians and Nutritionists	253	193
Dispatchers	98, 107	290
Divers	117	
Drafters	92	336
Drywall Workers & Lathers	137	393
Economists/Market Researchers		145
Education/Training Administrators	234	34, 55
Electrical Products Repairers	126	363
Electricians	123, 129, 132, 135	395
Electronic Equipment Repairers	124, 127, 128, 133	375
Emergency Management Officers	220	216
Engineers	261, 264, 266, 268, 272, 274	84, 87, 88, 89, 90, 91, 92
Environmental Health/Safety Inspectors	84, 267	60
Factory and Production Workers		491
Farm Operators and Managers		41, 366, 488
Farm Workers		493
Financial Managers	221	43
Firefighters	83, 109	341
Fishers		416
Flight Attendants	107	325
Food Service Managers	222	76
Food Service Workers	110	314
Foreign Service Officers	224	
Gardeners/Groundskeepers		330
General Maintenance Mechanics	118, 135, 138	368
Glass Installers		397

OCCU-FIND OCCUPATIONS INDEX

OCCU-FIND OCCUPATION	*Military Careers* PAGE NO.	*Occupational Outlook Handbook 1998-99* PAGE NO.
Graphic Designers and Illustrators	61	239
Guards	111, 112	343
Hair Stylists		324
Handlers and General Laborers	153	479
Health Services Administrators	223	51
Heating and Cooling Mechanics	118	369
Highway Maintenance Workers	136	491
Hotel Managers	222	53
Human Resource Managers	227, 230	55
Human Service Workers	55, 56, 239, 240	154
Industrial Machinery Repairers	116, 118, 119, 120	89
Infantrymen	166	482
Inspectors and Testers	87	424
Insulation Workers	137	399
Insurance Claim Examiners		268
Insurance Sales Workers		250
Insurance Underwriters		250
Intelligence Specialists	85	143
Interpreters and Translators	62	
Ironworkers	148	409
Janitors and Cleaners		329
Jewelers		427
Landscape Architects		100
Lawyers and Judges	270	136
Librarians		172
Licensed Practical Nurses	69	218
Life Scientists	271	118
Line Installers and Repairers	124	375
Loan Officers and Counselors		64
Machinists	143	
Mail Clerks and Messengers	101	286, 293
Management Analysts/Consultants	226	66
Managers and Executives	219, 222, 223, 227, 231, 232, 236	21
Mathematicians	268	113
Medical Laboratory Technicians	70	209
Medical Record Technicians	71	219
Medical Service Technicians	69, 72	216, 224
Meteorologists	273	130
Miners and Quarriers	136, 164	491
Musical Composers	63, 244	286

OCCU-FIND OCCUPATIONS INDEX

OCCU-FIND OCCUPATION	*Military Careers* PAGE NO.	*Occupational Outlook Handbook 1998-99* PAGE NO.
Musicians	63	286
Nursing Aides	69	319
Occupational Therapists	255	194
Oceanographers	275	127
Office Clerks and Receptionists	95	279, 274
Office Machine Repairers	125, 126	362
Operating Room Technicians	69	224
Operations Analysts	268	114
Opticians	73, 142	213
Optometrists	248	184
Painters and Paperhangers		400
Paralegals	99	140
Payroll Clerks	97	302
Personnel Clerks	100, 103	303
Pharmacists	254	196
Photo Processing Specialists	64	462
Photographers/Camera Operators	59, 64	237
Physical Therapists	255	197
Physical Therapy Assistants	75	322
Physician Assistants	256	199
Physicians	249	186
Physicists and Astronomers	274, 276	132
Pipelayers	138	691
Plumbers	138	404
Podiatrists	249	188
Police Officers	111, 112	345
Postal Clerks/Mail Carriers	101	293
Postmasters	228	60
Power Plant Operators	144	656
Powerhouse Mechanics	120	395
Precision Instrument Repairers	130	490
Printing Workers	145	446, 462
Psychologists	250	147
Public Relations Specialists	245	227
Purchasing Agents and Managers	229	73
Radar and Sonar Operators	89	222
Radio and Television Announcers	60	229
Radio Operators	81, 90	225
Radiologic Technologists	67, 76	222
Real Estate Agents/Brokers/Appraisers		255

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Recreational Therapists	255	200
Registered Nurses	257	202
Religious Professionals	56, 239	488
Reporters and Newswriters	60	230
Respiratory Therapists	69	204
Retail Sales Workers	104	260
Roofers	137	406
Secretaries	95	304
Service Sales Representatives		264
Sheet Metal Workers	148	407
Ship Captains and Pilots	288	476
Social Workers	240	156
Sociologists		143
Space Operations Workers	91, 277	
Special Operations Personnel	168, 300	81, 345
Speech Therapists / Audiologists	258	206
Stock and Inventory Workers	104, 105	291
Stock Brokers		261
Store Managers	231	73
Submariners and Sailors	156, 157	476
Surveyors	92, 278	102
Tank Crew Members	170	482
Taxi Drivers / Chauffeurs	158	471
Teacher Aides	106	306
Teachers / Instructors	106, 233	162, 167, 176, 179
Telephone Installers and Repairers	124	363, 375
Telephone Operators	81	308
Timber and Logging Workers		419
Transportation Managers	235, 236	488
Travel Agents	107	266
Truck Drivers	158	473
Typists and Word Processors	95	309
Urban and Regional Planners		150
Ushers and Ticket Agents		490
Veterinarians	271	190
Water Treatment Plant Operators	147	440
Welders	148	435
Wholesale and Retail Buyers		73, 253
Woodworkers	137	455
Writers and Editors	60	232

CAREER INFORMATION SHEET

TITLE OF OCCUPATION: _____

MILITARY CAREERS Page No. ____ *OCCUPATIONAL OUTLOOK HANDBOOK* Page No. ____

I. LEARN ABOUT IT

Read about the occupation you listed above in the *Occupational Outlook Handbook*, *Military Careers*, and other career information resources to identify likes and dislikes.

++Likes++

_____
_____
_____

--Dislikes--

_____
_____
_____

II. TALK ABOUT IT WITH OTHERS

1. List names of people you know who can talk with you about the occupation you want to explore.

Names

_____ _____
_____ _____
_____ _____

2. List the names of companies or organizations where it may be possible to meet or talk with an employee who works in the occupation.

Organization	Contact Person	Phone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Make arrangements to speak with some of the people on your list. List the questions you want to ask.

Q. _____
Q. _____
Q. _____
Q. _____
Q. _____

CAREER INFORMATION SHEET

TITLE OF OCCUPATION: _____

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Q. _____

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U.S. GOVERNMENT PRINTING OFFICE: 2000-552-116